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Informed. Active. Connected. Arts Educators Advocating For The Arts in Idaho

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I N F O R M E D . A C T I V E . C O N N E C T E D .
 ARTS EDUCATORS ADVOCATING FOR THE ARTS IN IDAHO



 <p>M.A. THESIS PROJECT 2012</p>	<p>ADVOCATING FOR THE ARTS</p> <p>IDAHO</p> <p>H A N D B O O K</p> <p>WRITTEN BY HEATHER HANKS</p>	 <p>SCAN THIS WITH A QR CODE READER OR VISIT WWW.FACEBOOK.COM/IDAHOARTSADVOCACY</p>
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WHY AN ARTS ADVOCACY HANDBOOK?

“The magnitude of the challenges confronting us requires responses that are revolutionary—a paradigm shift!”

—Jerome Hausman,
Advocacy White Papers for Art Education

PROJECT OVERVIEW:

Create a professional marketing handbook for arts educators in Idaho to use as a tool to allow them to more effectively advocate for arts education in Idaho

For the first time, in 1994, the Goals 2000: Education America Act identified the arts as part of the core curriculum in federal policy. Eighteen years later, available research shows that arts education contributes to critical thinking, creativity, social engagement, cultural awareness, and student achievement. However, despite this “convincing research and strong public support, the arts remain on the margin of education, often the last to be added and the first to be dropped in times of strained budget and shifting priorities” (“Critical Evidence,” 2006, p. 17). The great state of Idaho is a prime example of this discrepancy. According to *A Report on the Status of Arts Education In Idaho* (2010), arts education in Idaho reflects the national situation, continues to struggle for recognition at the district level, and the infrastructure to support arts education in Idaho is lacking (“A Report,” 2010, p. 2). To confirm this, the same article reports Idaho’s elementary school art specialist-to-student ratio for visual arts at 1 to 2,335. It is time for change—it is time for change in Idaho.

This advocacy resource handbook has been created specifically for arts educators in Idaho to provide materials and information needed to be effective advocates for the arts. The interests and long-term goals for this project in arts advocacy are in *how* we, arts educators, communicate the value of the arts here in Idaho. *How* do we promote the arts? *How* do we get people—government officials, school board members, parents, communities, and students—to care about the arts? The very act of advocating requires knowledge, consistent information, and purpose. This handbook will provide Idaho’s arts educators with a comprehensive arts advocacy campaign that maintains the quality and thoughtfulness that the arts deserve.



WHO IS THIS HANDBOOK FOR?

TARGET AUDIENCE:

Handbook—Arts Educators in Idaho

Marketing Materials—Arts advocates, potential arts advocates; people with a general interest in the arts who want to get involved—parents, students, community members

Idaho’s arts educators have the most potential to create change in arts education, serving as a central link to teachers, students, and policy makers. This arts advocacy handbook has been created for these educators. The hope for this arts advocacy handbook is to provide Idaho’s arts educators with a comprehensive and thoughtful advocacy campaign that provides advocacy marketing materials (i.e. posters, flyers, e-blasts, small images, social media) and includes: marketing tips, graphic design tips, social media support through an active Facebook fan page, an online version of the handbook, and a variety of grassroots-marketing ideas. This handbook aims to better prepare Idaho’s arts educators to be effective, knowledgeable, and informed advocates for the arts with a consistent marketing message and theme.

Consistent use of this handbook by Idaho’s arts educators will create a unified message and help create consistency in information and cause. The online and digital portions of the handbook were created for ease of use, shareability, and to maintain an environmentally conscience “green” effort.

**“Art specialists
(in Idaho) face an
enormous task in
the fulfillment of
their responsibilities.”**

—A Report on the Status of Arts
Education In Idaho



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HOW DO YOU USE THIS HANDBOOK?

“As professional arts educators, we know and understand the essential value that visual arts education holds for learners. But do others know and understand? Your school leaders? Parents? Your elected representatives? School Board members? Your local media? Who needs to hear your voice? What are the critical legislative issues affecting arts education? It’s time we bring our knowledge and our voice to arts education advocacy!”

—NAEA, www.arteducators.org/advocacy



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DESIRED RESPONSE:

1. Provide quality marketing materials that allow Idaho arts educators to better advocate for arts advocacy in Idaho
2. Provide a platform for Idaho’s arts educators and advocates to communicate and connect through a Facebook fan page, and to promote change in Idaho’s educational policies

Read the entire handbook or pick and choose needed items. Update an existing flyer (see information on page 18) or try something totally new and send out an e-blast (see information on page 19) or create your own QR code (see information on page 16) to promote an event or contest. Want to get involved? Check out the Idaho Arts Advocacy Facebook fan page and start downloading information, sharing articles, asking questions, and posting ideas and upcoming events. Detailed descriptions of handbook contents can be found starting on page 16.

Why a Facebook fan page?

Fan pages are designed to help organizations and public figures tell their stories, and build deep, lasting connections with their audience by allowing them to get involved



Want to check out the Facebook fan page?

[CLICK HERE](#)

RECENT RESEARCH IN ARTS EDUCATION

“A fine arts education—including music, theater, drawing, painting, or sculpture—whether in practice or theory, has been a part of any well-rounded curriculum for decades—but that may be changing. Many schools today are cutting back or eliminating their art programs due to budget constraints. It is estimated that by the end of this year, more than 25% of public high schools will have completely dismantled them.”

—10 Salient Studies on the Arts in Education
www.arteducators.org/research/research



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MAIN OBJECTIVE:

To better inform Idaho arts educators on current arts education research

Researching the benefits and effects of the arts in education is an on-going process. There is valuable research and data available, and it is crucially important that arts advocates stay informed and up-to-date on research and information. This portion of the handbook aims to provide quick and easy access to the most recent and impactful research in arts education today.

NAEA’S 10 SALIENT STUDIES ON THE ARTS IN EDUCATION:

1. A 2002 report by the Arts Education Partnership revealed that school children exposed to drama, music and dance are often more proficient at reading, writing, and math.
2. The 2006 Solomon R. Guggenheim Museum study on art education showed a link between arts education and improved literacy skills.
3. In 2007, Ellen Winner and Lois Hetland published a study stating the arts don’t actually improve academic performance, but it shouldn’t matter.
4. A 2005 report by the Rand Corporation called “A Portrait of the Visual Arts” argues that arts education does more than just give students a creative outlet. It can actually help connect them to the larger world, ultimately improving community cohesion.
5. Teachers and students alike benefit from schools that have strong art climates, a 1999 study called “Learning In and Through the Arts” demonstrated.
6. The Center for Arts Education published a report in 2009 that suggests arts education may improve graduation rates.
7. A 2011 study called “Reinvesting in Arts Education” found that integrating arts with other subjects can help raise achievement levels.
8. A study of Missouri public schools in 2010 found that greater arts education led to fewer disciplinary infractions and higher attendance, graduation rates, and test scores.
9. In “Neuroeducation: Learning, Arts and the Brain,” Johns Hopkins researchers shared findings showing that arts education can help rewire the brain in positive ways.
10. A 2009 survey, part of the “Nation’s Report Card: Arts 2008” report, found that access to arts education opportunities hasn’t changed much in a decade.

Want to view the 10 Salient Studies on the Arts in Education?

[CLICK HERE](#)

RECENT RESEARCH IN ARTS EDUCATION

“We have been so driven to measure the impact of the arts in education that we began to forget that their strength lies beyond the measurable.”

*—Jessica Hoffman Davis
Learning in a Visual Age*

MAIN OBJECTIVE:

To better inform Idaho arts educators on current arts education research

The current state of education demands quantitative test scores and statistically based scientific research. This presents an obstacle for arts education because arts education is rooted in qualitative assessment—assessment based on experience and judgement. The current standardized testing system needs to be expanded to incorporate qualitative arts assessments, such as portfolio reviews and critiques.

Here are three articles that present a few of the core learning objectives of arts education—and you won’t find any of them on a report card or standardized test. We need to identify and develop methods of assessment that accurately acknowledge these arts education objectives.

Here are some related arts education research articles:

Critical Evidence: How the Arts Benefit Student Achievement

Arts learning experiences contribute to the development of certain thinking, social and motivation skills that are considered basic for success in school, work, and life.

[CLICK HERE](#)

The Arts and Civic Engagement: Involved in Arts, Involved in Life

Arts participation overwhelmingly correlates with positive individual and civic behaviors. Put simply, Americans who read books, visit museums, attend theater, and engage in other arts are more active in community life than those who do not.

[CLICK HERE](#)

Learning in a Visual Age: The Critical Importance of Visual Arts Education

Every day, American young people spend more than four hours watching television, DVDs or videos; one hour using a computer; and 49 minutes playing video games.

[CLICK HERE](#)



MARKETING AND ADVOCACY DEFINED

“Advocacy is also reaching out to the media with positive arts messages via op-eds, letters to the editor, or by releasing new research and positive stories.”

—www.artsusa.org

UTILIZING MARKETING TECHNIQUES:

To advocate for the arts

Marketing and advocacy share a variety of attributes, but they are quite different. While *marketing* intends to “sell” a product or service and is associated with consumerism, *advocating* is the “support” of a cause and is associated with a political movement. This handbook will be utilizing best practices from marketing strategies to create an arts advocacy campaign. While nothing will actually be sold, the intention of the campaign will be to create support for the arts in Idaho through the distribution of arts advocacy marketing materials.

Marketing is defined as:

www.merriam-webster.com

- the act or process of selling or purchasing in a market
- the process or technique of promoting, selling, and distributing a product or service
- an aggregate of functions involved in moving goods from producer to consumer

For the purpose of this handbook, Advocacy is defined as:

- actively staying informed and connected to a cause or movement
- knowledgeable and consistent support of a cause



STATE OF EDUCATION IN IDAHO



“Idaho has fallen behind in college attainment, leaving many of our students unprepared for the jobs of the future. Currently only one in four Idaho high school students pass the ACT with a score that predicts they will not need remediation.”

—www.go-on-idaho.org

MAIN OBJECTIVE:

Align Idaho arts educators’ messaging and connect to “Go On” campaign

Information and resources on the current state of education in Idaho are provided because arts educators and advocates for the arts need to be knowledgeable about shifts in policy and funding in Idaho. An abbreviated list of links and highlighted material can be accessed in their entirety as needed. Efforts have been made to specifically include information and data most relevant to Idaho’s arts educators.

One Idaho marketing campaign in particular that Idaho’s arts educators should be aware of is the “Go On” campaign. The campaign is aimed at increasing the number of college graduates in Idaho and was granted \$20 million worth of support from the J.A. and Kathryn Albertson Foundation. Here are some of the campaign facts:



IDAHO RANKS:

- 49th—College-going rates of high school graduates—directly from high school
- 42nd—9th graders chance for college by age 19
- 41st—Percent of 18 to 24 year olds enrolled in college
- 43rd—Graduation rates from college (BA degree in six years)
- 50th—Retention Rates—First-time college freshman returning their second year

Want to learn more about the “Go On” campaign?

[CLICK HERE](#)

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STATE OF EDUCATION IN IDAHO



“According to school principals, only 28 percent of the districts in Idaho consider the arts part of the core curriculum.”

—A Report on the Status of Arts Education In Idaho

MAIN OBJECTIVE:

Align Idaho arts educators’ messaging and connect to “Go On” campaign

There are some obvious issues here in Idaho, and it is clear given the stated facts and data that education in Idaho is not preparing its students for college and future success. The “Go On” campaign and the previous information should be of interest to Idaho’s arts educators, because according to the NAEA (2009):

The importance of the arts’ ability to engage students should not be underestimated or understated at a time when nearly half of all students are not graduating from high school on time in major American cities.

The research on the causes of the dropout problem portrays these students as failing to connect with anyone or anything before they vanish. (NAEA, p. 8).

Idaho’s high school students clearly are not connecting to their education and are therefore not able to transform high school learning and subject matter into meaningful life and career goals. The NAEA goes on to state (2009):

A growing body of research within the arts points to the conclusion that challenged and disengaged students are even more likely than other students to benefit from high-quality visual arts instruction. In addition to helping young people develop important knowledge, skills, and habits of mind, the arts have a great capacity to engage many students who otherwise would be alienated (NAEA, p. 7).

Projects like the “Go On” campaign and the amount of support provided, demonstrates that there are people and companies in Idaho who are working for improvements in education. It is our job as arts educators to inform the community of the benefits of the arts in education in Idaho by sharing information and our own stories of success.

STATE OF ARTS EDUCATION IN IDAHO

THE DEBATE IN IDAHO:

Arts Education Specialists vs. Parent Volunteers

According to *A Report on the Status of Arts Education in Idaho* (2010), 80 percent of the visual arts education in elementary schools in Idaho is being taught by volunteers/parents with arts interests or experience/art moms (p. 10). This needs to be addressed. “It takes qualified professionals, with the ability to create effective learning environments, to understand art beyond the school and into the community and the contemporary world” (NAEA, 2009, p. 7). Idaho’s students deserve the very best and the very best in arts education will not be provided by even the most eager volunteer. Have you ever called the plumber to come fix your computer or expected the speech coach to successfully take over the football team? How then do we expect an untrained and non-qualified volunteer to provide rich and meaningful arts education to our students in Idaho?

Parent volunteers are some of arts education’s best advocates, however, their role in Idaho’s arts education needs to be critically reevaluated. Parents and volunteers who want to get involved and help with the arts can start by demanding high quality arts education from *qualified* arts educators. Encourage parent volunteers to write letters to school board members and politicians, speak to principals, and gain support from other parents. Active parents are not the problem—a system that devalues arts education is the problem!

ADDITIONAL RESEARCH HIGHLIGHTS:

- *The average teacher-to-student ratio for visual arts specialists in Idaho elementary schools is 1 to 2,335. In secondary schools the ratio is 1 to 174.*
- *The number-one response to the question regarding what would be most helpful to improve learning in the arts was “a certified specialist for teaching visual arts.”*
- *Responses from Idaho indicated a particularly low level of district support for the arts as a core curriculum.*

“Effective teaching requires a substantial amount of expertise. It requires teaching by a skilled and experienced professional with extensive arts content background, a range of pedagogical approaches, and the patience and a persistence to turn small advantages and unexpected events into major breakthroughs in learning.”

—*Learning in a Visual Age:
The Critical Importance of Visual Arts Education*



IDAHO ARTS EDUCATION RESOURCES

IDAHO COMMISSION OF THE ARTS:

Recognizing the importance of the arts is, of necessity, a community effort

Idaho has dedicated programs and individuals who are committed to the arts. Utilize these resources, get to know them, and be sure to share your findings on the Facebook fan page.

ADDITIONAL ARTS EDUCATION RESOURCES IN IDAHO:

Idaho State Department of Education—Humanities

[CLICK HERE](#)

Idaho Commission on the Arts

[CLICK HERE](#)

Idaho Art Education Association

[CLICK HERE](#)

Boise Art Museum

[CLICK HERE](#)

Idaho School Boards Association

[CLICK HERE](#)

IMPORTANT CONTACTS IN IDAHO:

Peggy Wenner

Idaho State Department of Education—Humanities

Humanities & Fine Arts Coordinator

(208) 332-6949, PJWenner@sde.idaho.gov

Ruth Piispanen

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***“To encourage
literature and the
arts is a duty
which every good
citizen owes to
his country.”***

*—George Washington
The Arts and Civic Engagement:
Involved in Arts, Involved in Life*



ADDITIONAL IDAHO RESOURCES AND FACTS

IDAHO EDUCATION ASSOCIATION:

Strong schools mean a stronger Idaho

IDAHO EDUCATION ASSOCIATION EDUCATION FACTS:

- *Strong public schools are a must for Idaho's future. Businesses relocate and expand in communities with healthy neighborhood schools that can serve all our children.*
- *Idaho ranks Number 50 in the United States in the amount of money we invest per student.*
- *The average teacher in Wyoming makes about \$20,000 more than a teacher in Idaho.*
- *In the latest figures available, Idaho ranked 21st in the US for its per-capita spending on highways, and 25th in the nation for its per-capita spending on prisons, but 50th for its investment in education.*
- *Idaho spends almost three times as much per prisoner as it does per public school student.*
- *Idaho had the 7th-highest teacher-student ratio in the United States in 2009, and new policies mean class sizes are growing ever larger.*

Want more Idaho facts and information?

Idaho Finance Data and Stats

[CLICK HERE](#)

Idaho Education Association

[CLICK HERE](#)

Idaho State Department of Education

[CLICK HERE](#)

“Research doesn’t hold all of the answers to why the arts are important, but it does confirm what most people already know to be true in their hearts and minds: The arts make a significant contribution to helping all students achieve success in school, work, and life.”

—Critical Evidence: How the Arts Benefit Student Achievement



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ARTS EDUCATION RECOMMENDATIONS FROM NAEA

“Corporate leaders in America believe that the success of America is going to depend on a flow of innovative ideas—they believe the innovative ideas will come because students have the opportunity to engage in the arts.”

—Learning in a Visual Age:
The Critical Importance of Visual Arts Education

NATIONAL ARTS EDUCATION ASSOCIATION:

The National Art Education Association (NAEA) advances visual arts education to fulfill human potential and promote global understanding

RECOMMENDATIONS FOR THE FEDERAL GOVERNMENT

Taken from NAEA, *Learning in a Visual Age: The Critical Importance of Visual Arts Education*

Want to view the article?

[CLICK HERE](#)

Bolstering the knowledge base about arts education and strengthening practice for every student will require policy changes at the federal-government level. To bring those changes about, NAEA recommends the following:

There is substantial evidence that high-quality education in the arts provides students with opportunities to develop a number of capacities that are not well addressed in other areas of the curriculum, such as visual-spatial abilities, self-reflection, and experimentation. In addition, visual-arts education has been shown to motivate students who might otherwise be at risk of dropping out of school. However, there is growing evidence that, despite the inclusion of the arts as a core subject, the implementation of the No Child Left Behind Act has led to an erosion of arts education in America’s schools. A survey by the Center on Education Policy found that 16% of districts had reduced time for art and music instruction by an average of 57 minutes a week, or 35% of instructional time devoted to those subjects.



ARTS EDUCATION RECOMMENDATIONS FROM NAEA

“Across most categories of artistic, athletic, and civic life, young adults are less involved.”

—The Arts and Civic Engagement:
Involved in Arts, Involved in Life

NATIONAL ARTS EDUCATION ASSOCIATION:

Students of all ages benefit from comprehensive, balanced, and sequential learning in the visual arts, led and taught by qualified teachers who are certified in arts education

1. Since visual arts is a core academic subject, the reauthorization of the Elementary and Secondary Education Act should require schools with Title I programs to maintain or develop programs in the visual arts, and should broaden measures of school progress to include learning in the visual arts.

While there is a growing recognition of the importance of visual arts instruction, there is a paucity of data on the extent and quality of arts instruction. The last U.S. Department of Education Fast Response Statistical Survey (FRSS) was conducted in 1999-2000; Congress has provided funding for data collection for a new FRSS in 2009. In addition, the last National Assessment of Educational Progress test of arts learning took place in 1997; an assessment of the visual arts was scheduled for 2008, and results were released Spring 2009. Regular updates of both of these studies would provide much-needed continual data on arts education in the US.

2. The U.S. Department of Education must include the arts in all regularly conducted research and data collection regarding the core academic subjects.

There is a growing recognition that state assessments are inadequate to measure the full-range of knowledge and skills students will need in the 21st century, and there is a growing consensus for additional support for the development of new, more comprehensive assessments of student abilities. Arts organizations, such as Project Zero, have been at the forefront of research on assessment.



ARTS EDUCATION RECOMMENDATIONS FROM NAEA

“District support can improve the quality of instruction and the number of students that participate. Schools that suffer from lack of district support often fail to meet their arts educational goals.”

—A Report on the Status of Arts Education in Idaho

NATIONAL ARTS EDUCATION ASSOCIATION:

School-based visual-arts instruction surpasses national, state, and local standards and is enhanced through access to art museums and other community resources

3. The U.S. Department of Education should disseminate research on visual-arts assessment to states and districts and should encourage states to demonstrate the extent to which they incorporate research on arts assessment in their plans for assessment redesign.

All teachers need additional support to enable all students to learn at high levels. Through Title II of the ESEA, the U.S. Department of Education currently provides \$2.9 billion in state grants to support teacher quality, and through the Arts in Education program, the Department provided \$37 million specifically for arts education. These funds could be used to maintain and strengthen professional development and to foster the integration of the arts throughout the curriculum.

4. The Title II program should encourage schools to form effective partnerships between visual-arts teachers and teachers from other subjects to develop and advance arts instruction across the curriculum.



MARKETING PLAN

“While increased funding is important, there is even a greater need for support through informed advocacy. Non-professional patrons of the arts need to become informed as to what constitutes a quality arts education program.”

*—Rita L. Irwin,
Informed Advocacy and Art Education*

PROJECT OVERVIEW:

Create marketing materials for arts educators in Idaho to use as a tool that will allow them to more effectively advocate for arts education in Idaho, and better connect with existing arts advocates

Significant research and critical review regarding arts education advocacy materials in Idaho have shown a need for a comprehensive marketing plan. The main objective for this particular marketing plan is to provide professional marketing materials to Idaho’s arts educators. Materials provided will consist of: posters, flyers, e-blasts, small images, social media and graphic design tips, and additional grassroot-marketing ideas.

This marketing plan also aims to provide a platform for Idaho’s arts educators and advocates to communicate and connect through a Facebook fan page. Social media creates an accessible platform that allows for unlimited user access, and has become a standard form of communication. Social media’s flexibility and ease-of-use provides a perfect fit for an arts education advocacy campaign.

Want to learn more about Facebook?

[CLICK HERE](#)

Want to view full creative brief for the handbook?

[CLICK HERE](#)

Want to view full creative brief for the marketing plan?

[CLICK HERE](#)



EXPLANATION OF DESIGN

“A design isn’t finished until somebody is using it.”

—Brenda Laurel



Scan this with a QR code reader or visit
www.facebook.com/IdahoArtsAdvocacy

PERSONALITY OF THE PRODUCT OR SERVICE:

Connected, accessible, technological, grassroots, guerilla, current, curious

The designs created for this arts education advocacy marketing plan were generated through a creative process that involved: research, planning, sketching, proofs, collaboration, editing, revising, and feedback.

Ease-of-use and reproducibility were major concerns when creating the materials for this campaign. Arts educators do not have the budget to reproduce customized print materials, so the provided elements have been created using only black ink, and standardized print sizes were utilized whenever possible.

Accessibility to campaign information was also a key component of the design. The large QR code allows for the design to directly connect its viewers to the Facebook fan page. QR code is short for “quick-response code,” and like barcodes, they are able to store data. For example, for this marketing campaign the QR code is storing the URL data for the Facebook fan page. QR codes can be easily scanned by most mobile devices with a QR-code-scanning application. The Facebook web address has also been included for people not equipped with a modern mobile device or smart phone.

This is the QR code that was created for the arts education advocacy in Idaho marketing campaign. Give it a try!

Want to learn more about QR codes?

[CLICK HERE](#)

Want to create a QR code?

[CLICK HERE](#)

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MARKETING MATERIALS: POSTERS

[CLICK HERE TO DOWNLOAD AN 8.5 x 11](#)



[CLICK HERE TO DOWNLOAD AN 11 x 17](#)



***“To designers,
what the words
look like is as
important as
their meaning.”***

—www.aiga.org

PRODUCT ATTRIBUTES:

Easy-to-read and easily reproduced (black/white design)

Design needs to be realistic—most artwork will be reproduced on copier; needs to reproduce easily and with standard copier sizes/specs

POSTERS:

Posters have been provided in two standard sizes: 8.5 x 11 (letter), and 11 x 17 (tabloid). Letter and tabloid sizes should both run through a standard copy machine.

Put a few of these posters up in your classroom and on bulletin boards in your school.

ADDITIONAL IDEAS:

- Most coffee shops and local businesses have community bulletin boards—put one up!
- Not excited about the black and white design? Try printing on colored paper or use the back of recycled paper from your school.
- Be sure to have your posters up and in clear view during your school events, parent-teacher conferences, and any arts-related project or happening you might host in your classroom.
- Ask fellow educators in your school to display the posters in their classrooms—it never hurts to ask! This also provides a great opportunity to find out who the arts advocates are at your school.



MARKETING MATERIALS: FLYERS

CLICK HERE TO DOWNLOAD A 4 x 6 FLYER



CLICK HERE TO DOWNLOAD A 4 x 6 FLYER BACK



“Designers are the link between the client and the audience.”

—www.aiga.org

PRODUCT ATTRIBUTES:

Easy-to-read and easily reproduced (black/white design)

Design needs to be realistic—most artwork will be reproduced on copier; needs to reproduce easily and with standard copier sizes/specs

FLYERS:

This flyer has been created at 4” x 6”, and can be printed single-sided for handouts or can be printed double-sided as a postcard and mailed out.

WHAT IS A FLYER?

A small printed item that can be handed out informally or left in stacks for people to pick up.

ADDITIONAL IDEAS:

- Distribute these flyers through art clubs and student organizations. Give each student 10 to hand out.
- Keep a small stack with you, and ask local businesses if they would mind providing a few at their registers.
- Can’t make it to an event? Provide a small stack of these for people to grab at the registration table.
- Have an upcoming event, but don’t have time to put a flyer together? Use this artwork, enter your event information on the postcard side, and send out in the mail.



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MARKETING MATERIALS: E-BLAST

CLICK HERE TO DOWNLOAD E-BLAST ARTWORK



“The creative industries currently make up the largest area of growth in the U.S. economy, so understanding the work of arts professionals can help today’s children prepare for future employment.”

***—Advocacy White Papers For Art Education
Jerome Hausman***



PRODUCT ATTRIBUTES:

Easy-to-read and easily reproduced (black/white design)

Design needs to be realistic—most artwork will be reproduced on copier; needs to reproduce easily and with standard copier sizes/specs

E-BLAST:

This e-blast has been created at a standard size of 600 pixels x 600 pixels. This size will accommodate most email settings.

WHAT IS AN E-BLAST?

An electronic mailing, sent all at once to a large mailing list. Software can be purchased to track responses. However, this is not necessary.

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ADDITIONAL IDEAS:

- Place this image on your school website.
- Try sending out an e-blast at the beginning of every semester. Be careful not to send too many. People will block your email address. Be thoughtful and combine information, if possible.
- Carefully select the groups of people to whom emails will be sent. Target groups you think would appreciate hearing about arts education and already take an active interest.

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MARKETING MATERIALS: SMALL IMAGE

[CLICK HERE TO DOWNLOAD A SMALL IMAGE/LOGO](#)



“The ubiquity of images in young people’s lives has transformed the way they learn and perceive the world.”

***—Learning in a Visual Age:
The Critical Importance of Visual Arts Education***

PRODUCT ATTRIBUTES:

Easy-to-read and easily reproduced (black/white design)

Design needs to be realistic—most artwork will be reproduced on copier; needs to reproduce easily and with standard copier sizes/specs

SMALL IMAGE:

Using the QR code smaller than 1 inch x 1 inch isn’t ideal, but having access to small versions of the images allows for you to include the arts advocacy campaign image on just about any printed or digital document.

ADDITIONAL IDEAS:

- Attach this jpg to your email signature. Make sure the QR code is a scannable size before you start sending out emails.
- Send paperwork home with your students—include this image at the bottom of the page.
- Include this small image on all event posters and any school event posters to which you may have access.



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MARKETING MATERIALS: FACEBOOK



“Facebook’s mission is to give people the power to share and make the world more open and connected.”

—www.facebook.com/facebook

FACEBOOK WAS FOUNDED FEBRUARY 4, 2004:

Millions of people use Facebook everyday to keep up with friends, upload an unlimited number of photos, share links and videos, and learn more about the people they meet



FACEBOOK FAN PAGE:

The cornerstone to this handbook is the Facebook fan page. The accessibility and connectivity that social media offers allows for this Idaho Arts Advocacy campaign to really effect change and create support.

ADDITIONAL INFORMATION:

- Familiarize yourself with Facebook. Take the time to set up an account if you don’t have one.
- Ask your students what they think of social media and how they use it. Consider creating a project that utilizes social media—meet your students where they are.
- Encourage students, parents, fellow educators to “like” the Idaho Arts Advocacy fan page and to get involved!
- Start sharing, posting, liking, and Facebooking!

Want to visit the Idaho Arts Advocacy fan page?

[CLICK HERE](#)

Want to create your own Facebook page?

[CLICK HERE](#)



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ADDITIONAL IDEAS

GRASSROOTS-MARKETING:

Grassroots-marketing is inexpensive, creative, unconventional and is the opposite of mass marketing, which broadcasts a product message to the vast general population in hopes that it will resonate with a small portion of that group

GET CREATIVE:

- Are you documenting your own stories of arts education success? The most effective way to communicate is with personal experience. Share your experiences!
- Are there other areas that you could use the QR code—video, t-shirts, athletic programs, school announcements?
- Get your students involved. Let them create an arts advocacy campaign for your school. Be sure to share their progress on the Facebook fan page!
- Don't be afraid to ask a graphic designer for help if you have additional ideas. Most graphic designers do a few volunteer projects every year—you don't know until you ask.
- Keep learning. Be active. Stay connected.



“Creativity and energy are what count in making grassroots marketing effective.”

—www.startupnation.com

GRAPHIC DESIGN TIPS

“Graphic design is a creative process that combines art and technology to communicate ideas.”

—www.aiga.org

Serif

H

San-serif

H

GRAPHIC DESIGN:

Is about communicating a message—make sure the message is clear

Arts educators are often called upon as the “creative ones” when a poster for the science fair needs designed or the yearbook class needs an advisor. These are jobs better suited for a graphic designer; however, hiring a designer may not be an option. This list of best practices in the field of graphic design provides a few foundational rules that will assist arts educators when they are called upon to create a poster or manage the yearbook.

- *Less is more. Don't overload the page/poster with information. Link to a website or Facebook page whenever possible or provide a phone number and/or email address. Tell the audience only what they need to know and how they can easily get more information.*
- *Only use high quality images. Take a picture yourself or download one off of the web. Pixilated images are very unprofessional and images of artwork can easily be photographed with a cell phone, emailed, and used as a jpg.*
- *Try to stick with san-serif fonts. Use bold variations for headlines and create visual hierarchy with text size. And, please, stay away from themed fonts like **comic sans** and **curlz**.*
- *Make sure your information is readable. The above suggestion for using san-serif fonts will help with this. If you are working on a poster for an art show or student contest, pin the poster up across your room and see if you can read it, or, at the very least, get an idea of what is about. If people can't read your poster or flyer they aren't going to get involved.*
- *Make sure your information is accurate. If you are linking to a website, make sure the link is live. If you are utilizing a QR code, make sure it works. If you are providing a phone number, make sure someone will answer or at least return a phone call.*
- *Avoid clip art—don't use it.*



MARKETING TIPS

MARKETING:

Is all about making connections

The more you know about marketing, the more success you will have advocating for arts education. It's all about getting involved, networking, and making connections.

- *Invite local media to all of your art events. They may turn you down, but keep inviting them. Let them know what your arts program is up to.*
- *Most TV stations and newspapers have a free community calendar. Have a student assistant keep these up to date with current events and happenings.*
- *Utilize friendships and previous networking contacts to get involved with community events and local businesses. Get your students artwork displayed in local businesses—coffee shops, doctors offices, clothing stores, etc.*
- *Provide a call-to-action on all promotional items—direct viewers to a website, Facebook page, or provide a phone number or email address. Make it as easy as possible for people to get involved and access information.*

“The power of the visual arts to enrich human experience and society is recognized and celebrated throughout the world.”

—www.naea.org

Want more marketing tips?

[CLICK HERE](#)



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IDAHO'S ARTS EDUCATORS ARE ADVOCATES

MARKETING:

This handbook and its comprehensive arts advocacy campaign are only the beginning

It is time for change in Idaho's education. It will be a challenge and a lot of work. Utilize the materials provided—stay informed, take action, and be connected.

VISIT THE IDAHO ARTS ADVOCACY FACEBOOK FAN PAGE



“Things do happen in the course of living, sometimes without our conscious awareness, other times, they transpire as a result of deliberate, purposeful actions.”

—Advocacy White Papers For Art Education
Jerome Hausman



11 x 17 POSTER



8.5 x 11 POSTER



SMALL IMAGE/LOGO



FLYER/POSTCARD FRONT & BACK



E-BLAST



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RESOURCES

ARTICLES:

- *Critical Evidence: How the Arts: Benefit Student Achievement*
- *Advocacy White Papers For Art Education*
- *A Report on the Status of Arts: Education In Idaho*
- *The Arts and Civic Engagement: Involved in Arts, Involved in Life*
- *Learning in a Visual Age: The Critical Importance of Visual Arts Education*
- *Leadership in Art Education: Taking Action in School and Communities*
- *The Visual Arts: So Much More Than What You See*
- *What High-Quality Art Education Provides*

WEBSITES:

- **NAEA:** www.arteducators.org
- **Idaho State Department of Education:** www.sde.idaho.gov
- **Idaho Art Education Association:** www.idahoarted.org
- **Boise Art Museum:** www.boiseartmuseum.org
- **Idaho Commission on the Arts:** www.arts.idaho.gov
- **AIGA:** www.aiga.org
- **Go On Campaign:** www.go-on-idaho.org
- **Start Up Nation:** www.startupnation.com
- **Facebook:** www.facebook.com
- **Idaho Fan Page:** www.facebook.com/IdahoArtsAdvocacy

FEEDBACK AND QUESTIONS:

- **Idaho Fan Page:** www.facebook.com/idahoartsadvocacy

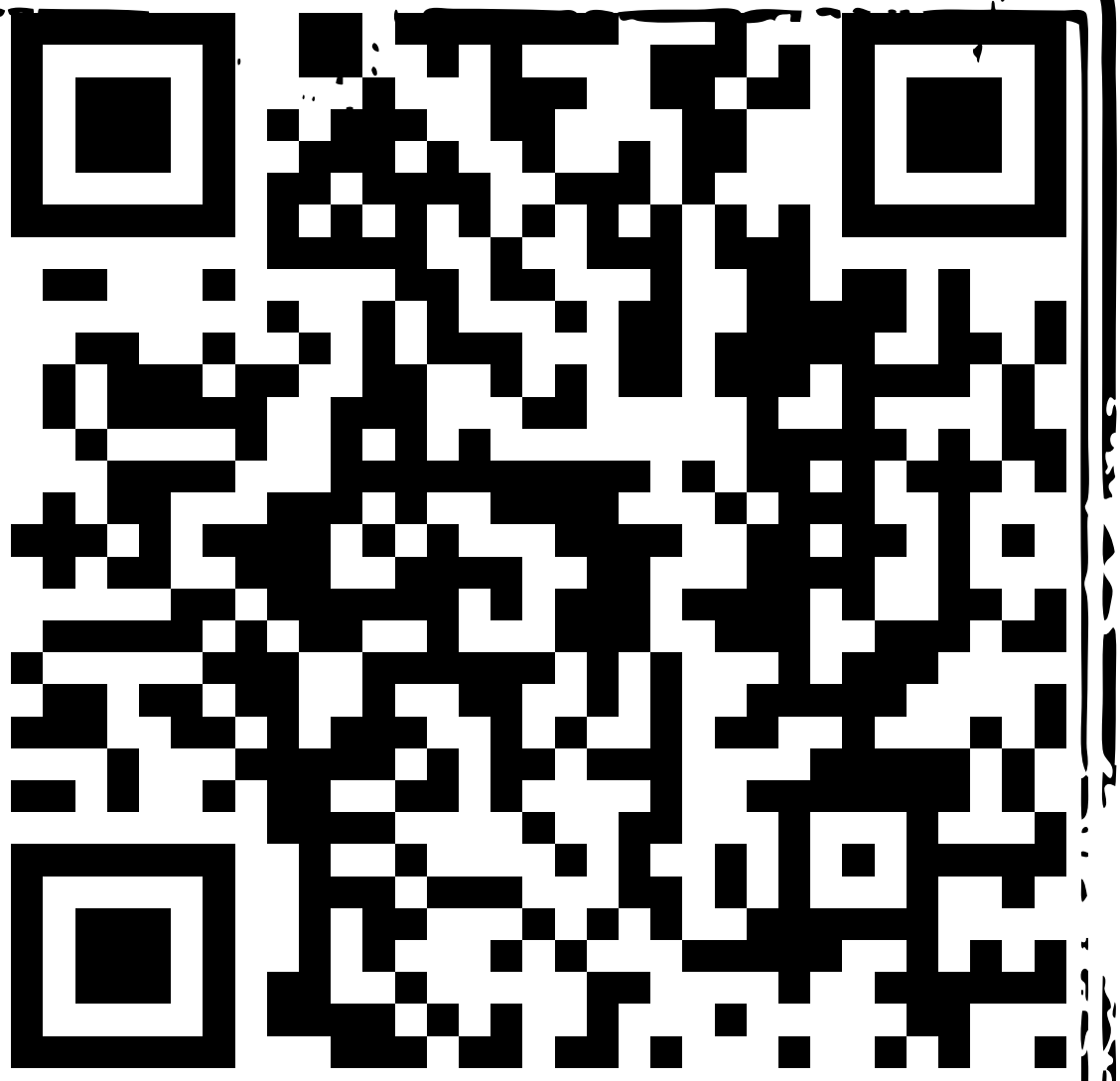
“Researchers continue to explore the complex processes involved in learning and the acquisition of knowledge and skills.”

—*Critical Evidence: How the Arts Benefit Student Achievement*



**WANT
MORE**

ARTS?



SCAN THIS WITH A QR CODE READER OR VISIT WWW.FACEBOOK.COM/IDAHOARTSADVOACAY

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