

Tool C: Key Audiences

As you plan to make the case for an arts education data initiative in your state, use this resource to plan how you would approach key audiences in your state. Before you begin any of these conversations, review your state’s arts education policies. The Arts Education Partnership’s [ArtScan](#) offers a searchable clearinghouse of such policies.

AUDIENCE	AUDIENCE’S PRIORITY	KEY INTERESTS/VALUES
STATE SUPERINTENDENT	Enacting the vision and goals for the state education agency.	<p>Interested in the big picture. Use your meeting to build the case for how the arts education data initiative supports state’s explicit vision and goals.</p> <p>Interested in how to achieve the state’s vision and goals amidst budget limitations. Ask if the state has resources to support data requests. If appropriate and feasible, signal your readiness to help identify outside funding sources.</p> <p>Committed to meeting federal and state mandates. Review state education policies and plans, such as your state’s plan for complying with the Every Student Succeeds Act, which may include strategies for supporting a wellrounded education, including the arts.</p> <p>Dedicated to protecting individual students’ privacy and upholding federal and state privacy laws. Underscore your commitment to sharing only information that does not violate individual students’ privacy</p>
STATE SCHOOL BOARD MEMBERS	Ensuring that school districts are responsive to the values, beliefs and priorities of their communities.	<p>Interested in the big picture. As with the state superintendent, make the case for the arts education data initiative in terms that support the state’s explicit vision and goals.</p> <p>Committed to supporting public priorities for education. Highlight evidence that parents see the value in arts education.</p> <p>Concerned about state budgets. Make the business case for arts education data: How can data support greater efficiency and better use of resources, for example?</p>



<p>ARTS EDUCATION DIRECTOR IN A STATE EDUCATION AGENCY</p>	<p>Supporting arts education in your state.</p>	<p>Understands the importance of arts education data but might not know much about state data systems. Identify for them what their state currently measures, and what information is currently not reported.</p> <p>May not feel empowered to promote an arts education data initiative</p>
<p>CHIEF INFORMATION OFFICER/DATA MANAGER</p>	<p>Overseeing data and technology endeavors in the state education agency.</p>	<p>May not know much about arts education. Make the case why arts education is important in the context of the state’s broader education priorities.</p> <p>Interested in whether the work is within their agency’s capacity or priorities established by leadership. They may not be in the position to make those decisions. Be very clear about what questions you would like to answer with data.</p> <p>May be able to share insights about the kinds of data analysis feasible in your state. Come prepared to confirm with them whether the system can support your priorities for information. (See Part 2.)</p> <p>Dedicated to protecting individual students’ privacy and upholding federal and state privacy laws. Underscore your commitment to sharing only information that does not violate individual students’ privacy. (See Part 3.)</p>
<p>GOVERNORS/ GOVERNORS’ DOMESTIC POLICY STAFF</p>	<p>Setting the agenda and budget priorities for the state.</p>	<p>Interested in economic impact and the strength of your state’s future workforce. Make the connection between arts and creative industries in the state.</p>