

# How to Use Our Theory of Change

Are you designing an art ed program? Planning for professional learning? New to teaching? Writing a grant? Advocating for arts ed? Then this work is for you!

The theory of change presents one possible vision for arts learning in our region, which is informed by AEC's [mission, vision, and values](#) and input from a range of external contributors. It's not meant to be the only possible vision for the future, nor is it intended as a step-by-step guide for achieving it. In this spirit, we offer the theory of change as a flexible resource for anyone who plays a role in engaging young people in transformative arts learning.

We encourage young people themselves, arts educators, community members, and professionals working in arts organizations, schools, foundations, higher education, and other sectors to explore the theory of change and use it in ways that support their own arts learning advocacy, planning, and practice. Feel free to start exploring whichever part of the theory of change you're curious about, digging in at whatever depth suits your needs and interests. All of the components are interconnected, but there's no suggested beginning or end point.

Consider the following:

- What do you notice about the Activating Arts Learning framework?
- Where does your gaze go first?
- Which words or phrases resonate?
- What feels exciting about this? Challenging?
- What questions does this raise for you?
- What insights are beginning to emerge?
- What do these ideas mean for your future?
- What will you do differently?



We encourage you to share the Activating Arts Learning theory of change with others as a [PDF](#) or a printed copy. And, of course, you're invited to reach out if you'd like to discuss any aspect of the theory of change; we'd love to hear your feedback, answer questions, or talk more about how it can be used to support your work.

