

★ ★ WHEN ★ ★  
MUSIC CAN BRING A  
NATION  
TO ITS FEET  
IT'S WORTH ADVOCATING FOR

NATIONAL ASSOCIATION *for* MUSIC EDUCATION

**The National Voice for Music Education**

*For Presentation at NFHS Performing Arts Conference 2017*



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# 21<sup>st</sup> Century Advocacy Organization

- **Federal Lobbying: “The National Voice”**
- **Coalition Facilitation and Participation**
- **Capacity Building**



# NAfME Public Policy Staff



**Lynn Tuttle**  
Director of Public Policy &  
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**Ronny Lau**  
Public Policy Advisor



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Public Policy Advisor

# The NAFME Approach

- **3 Full-Time** Registered Federal Lobbyists on Staff
  - Capitol Hill and state Department of Education experience
- High-Level Relationships with key members of Congress and Staff
- Regular Interactions with U.S. Department of Education
- Well-established Footprint for Music Education on the Hill
- Public Policy Expertise on All Issues Impacting Music Education
  - Elementary and Secondary Education Act
  - Higher Education Act
  - Carl D. Perkins Career and Technical Education Act
  - Appropriations
  - Regulatory & Implementation of ESSA



# Coalition Facilitation and Participation



## MUSIC EDUCATION

POLICY ROUNDTABLE



## TITLE IV-A COALITION



National Coalition for **CORE ARTS** Standards

Others:

- Arts Education Policy Working Group
- State Education Agency Directors of Arts Education (SEADAE)
- State-level Partnership with National Association of Music Merchants (NAMM) / Americans for the Arts

# The Music Education Policy Roundtable

The **Music Education Policy Roundtable** advocates on behalf of ensuring the continued presence and perseverance of high quality music programs in America's schools.

Consisting of 36 organizations, together we work to achieve a consensus set of federal legislative recommendations, on behalf of the profession and all of those who stand to benefit from its contributions to education.



**MUSIC EDUCATION**  
POLICY ROUNDTABLE



# Capacity Building

- Distance Learning and In-Person Orientation Sessions/Advocacy Experiences for Music Educators
- Online Quarterly Advocacy Webinars
- Strategic Planning State Music Education Associations (MEAs)
- Local Partnerships with Key Allies
- NAFME Policy Updates/Broader Minded Blog
- “Engage” Calls to Action



# Annual NAFME Hill Day

## *June 29, 2017*



# Collegiate Advocacy Summit



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**The Every Student Succeeds Act (ESSA):**  
*Opportunities for Music Education*



# ESSA: Opportunities *for* Music Education

1. Enumeration of **MUSIC** as part of a **WELL-ROUNDED EDUCATION** in Federal Law
2. **Title I:** 'Improving Basic Programs' for Disadvantaged Students
3. **Title I:** Flexible Accountability Systems
4. **Title I:** Flexibility of Funds to Support a Well-Rounded Education
5. **Title I:** Protection from Pull-Outs
6. **Titles I, II, IV:** More Professional Development for Music Educators
7. **Title IV:** Student Support and Academic Enrichment (SSAE) Block Grant<sup>1<sup>st</sup></sup>

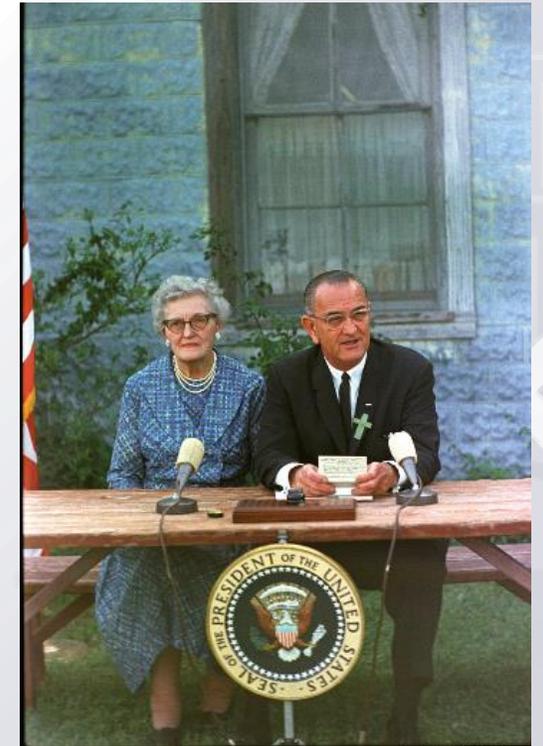
# #1 - Enumeration of MUSIC as part of a WELL-ROUNDED EDUCATION in Federal Law

“(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.”

# #2 - Title I: 'Improving Basic Programs' for Disadvantaged Students

## ***ESEA Title I:***

- 1965 ESEA -Title I – Financial Assistance to Local Education Agencies for the Education of Children of Low Income Families
- 1981 ESEA – Title I - Financial Assistance to Meet Special Educational Needs of Children
- 1994 ESEA – Title I - Helping Children in Need Meet High Standards
- 2001 ESEA (NCLB) Title I – Improving the Academic Achievement of the Disadvantaged
- **2015 ESSA** – Title I - **Improving Basic Programs** Operated by State and Local Educational Agencies



# #3 - Title I: Flexible Accountability Systems

## ***Section 1005 –***

- States choose multiple progress measures for schools
- **Music education-friendly** measures such as student engagement, parental engagement and school culture/climate can be chosen.

## **So far in approved state ESSA plans...**

**D.C., Illinois, and Louisiana** include **music/arts** in the 5<sup>th</sup> accountability indicator, meaning:

- ***Access and participation to music and arts by students will be part of their accountability systems.***



## #4 - Title I: Flexibility of Funds to Support a Well-Rounded Education

### *Section 1008 –*

#### *School-wide Title I Schools (Poverty > 40%)*

- **Music** as part of **whole school reform**, including not just academic achievement but school culture/climate
- Each Schoolwide school is encouraged to include activities in support of a **well-rounded education** in its schoolwide plan, which includes **music**

### *Section 1009 –*

#### *Targeted Assistance Title I Schools*

- Targeted programming for identified students at academic risk, which may include:
- “using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to **provide a well-rounded education**” which can include **music**

## 5. Title I: Protection from “Pull Outs”

The new ESSA discourages removing students from the classroom, including **music** and arts, for remedial instruction.

- **Section 1009 (Targeted Assistance Programs)** - (ii) “minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part”

# #6 - Titles I, II, IV: More Professional Development for Music Educators

Funds from **Titles I, II** and **IV** of ESSA, *may* support professional development for **music educators** as part of a well-rounded education.



# #7 - Title IV: Student Support and Academic Enrichment (SSAE) Grant

New flexible block grant titled **Student Support and Academic Enrichment Grants (SSAE)**, which was created under **Title IV, Part A**.

SSAE may be used to provide states and school districts supplemental funding in three broad areas:

- 1) Providing students access to a well-rounded education (e.g. music and the arts),
- 2) Supporting safe and healthy students (e.g. comprehensive school mental health, drug and violence prevention, training on trauma-informed practices, health and physical education)
- 3) Supporting the effective use of technology (professional development, blended learning, devices).



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**The Every Student Succeeds Act (ESSA):  
*Funding & Implementation***



# ESSA - Well-Rounded Funding

Program	FY17 Enacted	President's FY18 Budget	House FY18	Senate FY18	
<b>Title I, Part A</b>	\$15.460 billion	\$15.9 billion <i>(Portability)</i>	\$15.460 billion (No Portability)	\$15.485 billion (No Portability)	\$15.460 billion (No Portability)
<b>Title II, Part A</b>	\$2.056 billion	\$0 (Eliminated)	<i>\$0 (Eliminated)</i>	<i>\$2.056 billion</i>	\$2.295 billion
<b>Title IV, Part A</b>	<i>\$400 million</i>	<i>\$0 (Eliminated)</i>	<i>\$500 million</i>	<i>\$450 million</i>	\$1.6 billion (Authorized)
<b>Arts in Education</b>	\$27 million	<i>\$0 (Eliminated)</i>	<i>\$0 (Eliminated)</i>	\$27 million	\$27 million

# Current Year (FY17)

## **Congress only appropriated \$400 million for SSAE (Title IV)**

- Prevents schools from making meaningful investments in critical areas of need, such as providing a Well-Rounded Education.
- States unable to provide districts the \$10,000 minimum allocation (ESSA, Title IV, Sec. 4105)

## **A Competitive Option...**

Originally, supplemental funding provided by SSAE was supposed to be provided in a **formula-to-formula** basis, where most school districts would receive some funding to support the three broad areas (block funding).

Because of the low level of funding, for just FY 2017, States have the **option** to allocate their Title IV funds through a state-level **competitive grant**, opposed to formula.

This undermines the **flexibility** that Congress had originally intended for states and districts.

# Formula vs. Competitive (FY17)

**Indiana, Minnesota, Nebraska, Nevada, New Mexico, New York, and Oklahoma** have said they will run a competition among districts for the money.

## Hybrid Plans?

- **Massachusetts** is planning to allocate the money by formula, but any unclaimed funds could be awarded through a competition.
- **Rhode Island** will distribute the money out by formula, but would like to direct as much towards two standing priorities: *early literacy and advanced coursework*.
- **Hawaii**, a state that has only one school district, is planning to roll the money into ***Title II***, the main federal program dealing with teacher quality.



# House Proposal (FY18)

**House narrowly passes their proposal in a 211-198 vote (9/14).**

While NAFME is appreciative of House Appropriators supporting increased funding for Title IV-A over the previous fiscal year allocation, **this remains far below the grant's authorization level of \$1.6 billion.**

- This is just **HALF** the original amount [proposed by the House last year](#) (\$1.0 Billion) and remains too low to operate effectively as a formula block grant.

NAfME continues to urge Congress to fully fund SSAE at its authorized level, so it is implemented as intended by ESSA with **proper flexibility for school districts**.

**Additionally, with the proposal suggesting to cut Title II-A, NAFME also calls upon Congress to raise the overall funding caps.**

# Senate Proposal (FY18)

On the other side of Congress, the Senate is moving significantly slower in the budgetary process. The Senate's proposal has only made it out of Committee and has yet to pass the floor.

Like the House proposal, the Senate's proposed \$450 million remains **FAR** below the SSAE's authorization level of **\$1.6 billion**.

- Title II-A is preserved, along with a minor funding increase for Title I-A.

## **Next Steps?**

Congress passed a **Continuing Resolution** on 9/8, extending the Fiscal Deadline to **December 8**.

NAfME continues to advocate to Congress about the importance of the Title IV-A block grant and hopes they will greatly improve their support during the **Conference Committee** process.

# Implementation – ESSA State Plans

**September 18**, states that have not submitted their ESSA State Plans for review by the U.S. Department of Education will be required to do so.

**NAfME has reviewed over 13 submitted plans and found...**

- *60% of state plans include music/arts education within the accountability or state reporting systems*
- *70% of states talk about the importance of music and arts education within their state plans for Title IV, Part A.*

**Other unique finds include:**

- Music/Arts included in the review of supports needed for schools identified for improvement (***District of Columbia***)
- Supports for Homeless Children and Youth (***Illinois***)
- Supports for professional development for all educators, including those teaching in the well-rounded education subjects (***Louisiana***)

# Implementation – ESSA State Plans

**14 State ESSA Plans have been approved by the U.S. Dept of Ed:**

Arizona	Nevada
<b>District of Columbia</b>	New Jersey
Connecticut	New Mexico
Delaware	North Dakota
<b>Illinois</b>	Oregon
<b>Louisiana</b>	Tennessee
Maine	Vermont

As plans continue to be approved, NAFME will provide analysis on our **Advocacy Bulletin Blog**.

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**Other Legislative Initiatives**



# Affirming All Students

*“NAfME is dedicated to the making and understanding of music by all. As such, we strongly advocate for the inclusion of **all students in music classrooms**. Our mission, our vision, and our values cannot be realized in a world defined by the acts of terror and aggression that white supremacists displayed in Charlottesville, Virginia, this past week. Hatred has no place in our nation’s communities or schools, and the idea that any group is inherently superior to another is incompatible with NAfME’s stated mission and our values. It is also incompatible with the engaged, responsive learning that is experienced in music education classrooms across our nation.”*

# Affirming All Students

In June, NAFME adopted a new statement addressing [Equity and Access in Music Education](#) and updated our statement on [Inclusivity and Diversity](#).

In our Inclusivity and Diversity Position Statement, we stated:

*“A well-rounded and comprehensive music education program should exist in every American school; should be built on a curricular framework that promotes awareness of, respect for, and responsiveness to the variety and diversity of cultures; and should be delivered by teachers whose culturally responsive pedagogy enable them to successfully design and implement such an inclusive curricular framework.”*

**We invite all music educators, advocates, students, parents, researchers, and other stakeholders in music education to provide their ideas in the Fall for our next round of position statements review.**

Find out more: <https://nafme.org/about/position-statements/>

# American Arts Revival Act (AARA)



**MUSIC EDUCATION**  
POLICY ROUNDTABLE

- NAFME and 32 members of the Roundtable have endorsed Rep. Nydia Velazquez's (D-NY-7) **American Arts Revival Act**.
- If passed, this bill would amend the Higher Education Act (HEA) to qualify music and arts educators up to \$10,000 of student loan forgiveness.
- Music and arts educators would be eligible for this program if they are:
  1. *Employed full-time as a certified or licensed educator by a school district for 5 years or more*
  2. *If they have received a baccalaureate or advanced degree in a field relevant to such employment.*

# Perkins Reauthorization

- NAFME's Perkins/CTE legislative requests asks Congress to:
  1. Reauthorize the Carl D. Perkins Career and Technical Education Act;
  2. Include Well-Rounded Education language in the reauthorization to pioneer, expand, and encourage the use of technology in music education.
- House Perkins reauthorization has passed without “well-rounded” definition. NAFME working with Senate staff to include definition in its version of Perkins reauthorization.

# Advocacy Resources

## *Public Policy Hub*

<http://www.nafme.org/advocacy/public-policy/>



The screenshot shows the NAFME website's Advocacy Public Policy Hub page. At the top is the NAFME logo (National Association for Music Education) and a search bar with a 'GO' button. Below the logo are navigation tabs: 'MY CLASSROOM', 'ADVOCACY', and 'ABOUT MEMBERSHIP'. The 'ADVOCACY' tab is selected, and a dropdown menu is open, listing 'Advocacy', 'Public Policy Hub', 'Public Policy Coalitions', 'NAFME Grassroots Action Center', and 'Broader Minded'. The 'Public Policy Hub' option is highlighted. Below the navigation is a breadcrumb trail: 'Home / Advocacy / Public Policy Hub'. The main heading is 'Public Policy Hub'. To the left is a photograph of a large group of people standing in front of a building with a dome. To the right is a dark blue banner with the text 'PUBLIC POLICY HUB' in large white letters, followed by 'LEARN ABOUT THE PUBLIC POLICY ISSUES THAT NAFME ADVOCATES FOR!' and five white stars at the bottom.

"(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."



**EVERYTHING ESSA**  
LEARN WHAT THE NEW FEDERAL EDUCATION LAW MEANS FOR MUSIC TEACHERS AND STUDENTS  
**#MusicStandsAlone**  
★ ★ ★ ★ ★



**RULES AND REGS**  
LEARN ABOUT RULES AND REGULATIONS FROM THE U.S. DEPARTMENT OF EDUCATION THAT IMPACT MUSIC EDUCATION  
★ ★ ★ ★ ★



**Here you will find different ways on how YOU can:**

- Support Music Education in Federal Education Policy!
- Be Involved With the Legislative Process!
- Engage Your Members in Congress!

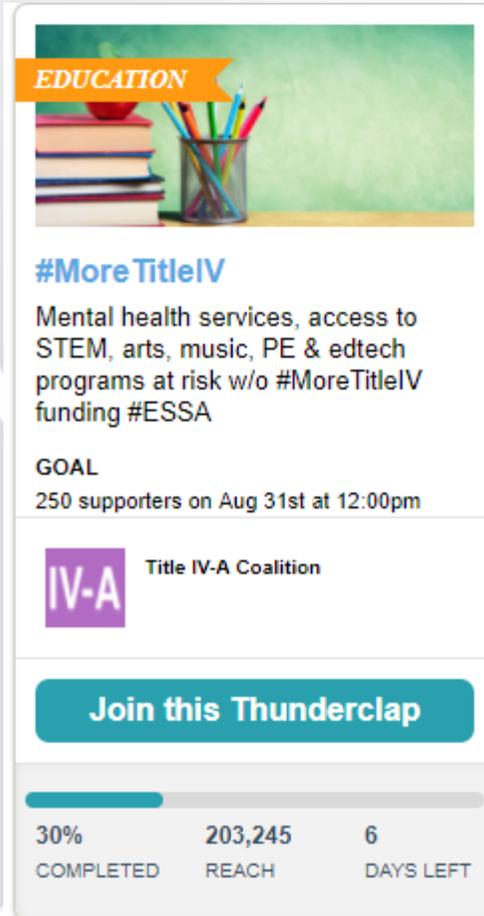
<https://nafme.org/advocacy/grassroots-action-center/>

# Thunderclap!

## What is Thunderclap?

Thunderclap is an grassroots advocacy tool used to amplify messages on social media at a set specific time.

- You can sign up your **Facebook, Twitter, and Tumblr** for Thunderclap Campaigns!



**EDUCATION**



**#MoreTitleIV**  
Mental health services, access to STEM, arts, music, PE & edtech programs at risk w/o #MoreTitleIV funding #ESSA

**GOAL**  
250 supporters on Aug 31st at 12:00pm

**IV-A** Title IV-A Coalition

**Join this Thunderclap**

30%	203,245	6
COMPLETED	REACH	DAYS LEFT



**#MoreTitleIV**  
by Title IV-A Coalition category: **Education**

**“Mental health services, access to STEM, arts, music, PE & edtech programs at risk w/o #MoreTitleIV funding #ESSA**  
<http://thndr.me/fvVpvc>”

**IV-A** Title IV-A Coalition **EMBED** </>

**SUPPORTERS**  
**330** of **250**  
132% of goal supported

**SOCIAL REACH**  
**966,595**  
People

**TIME LEFT**  
**Complete**

# Send a Letter to Congress

## #MoreTitleIV

Fully Fund Title IV, Part A (SSAE) of ESSA to Support Music Education!



One of the many new opportunities within the "Every Student Succeeds Act" (ESSA) is a new flexible block grant titled Student Support and Academic Enrichment (SSAE) Grant, which was created under Title IV, Part A. Designed by a bipartisan effort, SSAE may be used to provide states and school districts supplemental funding to **provide students access to a well-rounded education, which includes music and arts.**

Despite being the third largest authorized program within ESSA, Congress funded the block grant in FY 2017 at \$400 million, only a quarter of its \$1.65 billion authorized level. Even more recently, President Trump's proposal for FY 2018 recommends eliminating funding for SSAE.

Use our easy advocacy tool to send this pre-written letter to Congress about the need to adequately invest in the Title IV-A block grant!

[Collapse](#)

Enter your zip code and click "Check Zip Code" to continue

CHECK ZIP CODE

### Message 1 - Mark Warner, Tim...

\* Message Subject:

Support Music Education and Fully Fund the Student !

Dear [Recipients],

As an educator and music advocate, I know firsthand the importance of providing a well-rounded education for my students. I'm writing to ask that you fully fund the Student Support and Academic Enrichment (SSAE) grant program under Title IV, Part A of the Every Student Succeeds Act (ESSA).

\* Your Message:

The SSAE grant program allows school districts to invest in well-rounded education programs, ensuring students have access to a broad and rich curriculum that includes music, which is essential to their academic and life-long success. This program can support the development of 21st century skills through music for our nation's students, such as constructive student engagement, creative problem solving, and conflict resolution. Most importantly, these funds may bring in-school music to

I strongly urge you to support full funding for SSAE under Title IV-A of ESSA in fiscal year 2018 and give this program a chance to support schools and students the way it was intended in ESSA.

\* Your Closing

Sincerely,

\* Your Name

Recipients

U.S. Senate

Sen. Mark Warner (D-VA)

Sen. Tim Kaine (D-VA)

U.S. House of Representatives

Rep. Gerald Connolly (D-VA)

# Q&A



**Stay in Contact!**

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