Roundtable Topic #1

How can the music industry and educators collaborate to ensure music remains essential in evolving graduation requirements while expanding career pathways through experiential learning?

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How can the music industry and educators collaborate to ensure music remains essential in evolving graduation requirements while expanding career pathways through experiential learning?

Understanding local, state, and federal ecosystem and infrastructure

- Current graduation requirements
- Rules related to funding
- Allocation of positions
- Teacher certification
- Advocating for policy at state and district level
- Counselors, principals, school boards, superintendents, etc.
- What are the current and future industry needs?

Role of coalitions

- Must be organized and have a clear point person
- Information must be cross-functional
- Must be sustainable
- Consider grass-roots efforts
- Consider paid advocates who can keep eyes on the issues
- Trust and empower others - increasing the opportunity to contribute
- Must work to maintain relationships constantly
- Proactive vs. Reactive

Work-based, experiential learning

- Internships, apprenticeships, etc.
- Virtual options in rural areas - career fairs
- Add video content to "Careers in Music" resources
- Benefits and compensation models
- Smaller experiences, more often - especially in lower grades
- Collaboration with career choice and pathway software (like Naviance) to ensure careers in music are included
- Look for state models that already exist
- Intentionally map necessary skills into workforce and careers (including: communication, adaptability, problem solving, tech literacy, emotional intelligence, initiative, time management, resilience, cultural awareness, and many others)

Marketing & Advocacy Efforts

- Emphasize creative economy data - GDP - business sector
- List of transferable / durable skills learned through the arts
- Pipeline of information to policy makers
- Maximize the reach of social media
- Don't reinvent the wheel - create a toolkit of proven resources
- College and career fairs
- Parent advocacy sessions
- Opportunities for related discussion at All-State festivals/events
- Opportunities to bring visitors to NAMM show

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Roundtable Topic #2

Is it time to evolve the traditional band, choir, and orchestra model to reduce barriers while embracing modern and culturally diverse music—ensuring a 'yes/and' approach to expanding music education?

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Is it time to evolve the traditional band, choir, and orchestra model to reduce barriers while embracing modern and culturally diverse music, ensuring a 'yes/and' approach to expanding music education?

Bias

- Changing perception: we've "always done it that way"
- School scheduling model - can we create opportunities to earn credit at all times of day?
- Technology and opportunities to demonstrate new models
- Is there a model of collaboration between existing structures (marching and modern band, for example)?
- Students need not pursue only education or performance to work in the larger music industry
- A simple "Music Appreciation" class as an arts credit may be problematic
- Expansion of offerings does not mean current structure or programming deteriorates
- Traditional performing groups are currently the face of "successful music programs"
- Eurocentric

Preparation

- Do we have data to support the need for expansion?
- Do we have data to clarify the result of expansion?
- Preparing pre-service teachers for curricular expansion
- Potential overwhelming of information and skills needed to allow for evolution
- Connect colleges with industry professionals
- Industry can offer professional development locally

Defining Music Education

- What does "Music Education" actually look like?
- Tension between school music education and community music education opportunities - can we ever agree on this?
- Licensed vs. Non-licensed vs. Alternative-licensed educators
- Do industry and education representatives agree?
- Traditional music = research = makes you smarter
- Nontraditional music = opens your worldview
- Differentiation
- Not just performance
- Relevant and culturally sensitive
- Need to rename - language adjustment

Access

- Ultra-rural vs. Rural vs. Suburban vs. Urban vs. Inner city access
- Funding and resources
- Support across different size and socio-economic situations
- Meeting the needs of the community
- Integration of AI tools to connect gaps
- Community building: Who is doing the work?
- Teachers are already over-programmed or over-burdened - how can we continue to diversify offerings?
- Colleges can do more to encourage current students to break the mold
- Traditional ensemble models can expand literature choices