TO: NYSSMA Members attending the Joseph R. Sugar NYSSMA Day in Albany – March 5, 2018

FROM: Alan Orloff, Government Relations Committee Chairman

Re: Schedule – 45th Annual Joseph R. Sugar NYSSMA Day in Albany

THE SCHEDULE FOR MONDAY, MARCH 5, 2018 AS FOLLOWS

8:30am
Arrive at the Empire State Plaza – Park in the visitor parking area

9:00am – 9:30am
Orientation Meeting – Meeting Room 6

9:30am – 11:30am
Visits with Legislators. Present your legislator with the NYSSMA tri-fold during your appointed visit. Remind the legislators of the 11am concert in the South Gallery of the Empire State Plaza and the evening reception in Meeting Room 6. Let each legislator know if any student constituents are performing and invite them to have a photo taken during the evening reception.

11:30am
CONCERT: All-State Instrumental and Vocal Jazz Ensembles. Performances are held in the South Concourse of the Capitol’s Empire State Plaza.

1:00pm – 2:00pm
Lunch, Meeting Room 6. NYSSMA members may invite their legislators to meet them in Room 6 for lunch and informal discussions. Please allow the legislators to get their lunch as quickly as possible as they have afternoon sessions. While only legislators may be invited to lunch, all legislators and staff are invited to the evening reception.

1:30pm – 3:00pm
NYSCAME meeting in Meeting Room 7, behind the Egg

2:00pm – 5:00pm
Continued legislative visits. Remind legislator of the evening reception.

3:00pm – 5:00pm
County Presidents’ Meeting, Meeting Room 7 behind the Egg

4:45pm
Meet in Meeting Room 6 to prepare for reception, Empire State Plaza

5:00pm – 7:00pm
Concert and Reception – All State Jazz Ensembles
The 45th Annual Joseph R. Sugar NYSSMA Day in Albany
Information for Legislators – Monday, March 5, 2018

Who we are: The 5,000 members of the New York State School Music Association (NYSSMA)
Who we represent: The 1.8 million school music students of New York State and the
households, teachers, and businesses that support their music education.
Why we are here: To be advocates for our students, families and members.

The music education of all students, pre-K-12, must include a high quality,
comprehensive, sequential Music Education taught by a certified Music teacher. ESSA
designates Music as a stand-alone subject in every student’s “well rounded education”.

We want to tell you that:
1: NYSSMA has been an integral part of the team that wrote the NY State Every Student
Succeeds Act Plan and the new Standards for the Arts. This plan was submitted and approved
by the Federal Education Department. We have been “at the table” regularly with the SED
Chancellor and our Regents. We worked closely with the SED to create the training for the New
Arts Standards and it is NYSSMA Members who have been authorized to deliver that training.

2: There has been no Curriculum Associate in Music Education at SED for over 6 years. Not
only have we been without a Music Curriculum Associate, but the Visual Arts Associate who has
been responsible for all of the Arts will be retiring in April, leaving the Arts with no representation
in the SED Curriculum Office. These positions are vitally important to the field and provide
support and expertise to educators around the state. Rolling out new standards without a
Curriculum Associate will be almost impossible! Please use your influence so that this and all
SED Arts Curriculum Associate positions are restored.

3: The Governor’s budget proposal on Out-year Reimbursement-based aids to School Districts
includes a 2% cap on BOCES reimbursements. We fear music would be negatively impacted by
this, as BOCES Arts in Education presentations are a vital part of the expanded music programs
demanded by the establishment of Music Education as a “Stand Alone” subject and an essential
part of a “well-rounded education.”

4: NYSSMA asks for your support on Assembly Bill A09638/Senate Bill S7643. The Bill would
establish a license plate and fund in support of music education. We hope you will join with your
colleagues and consider becoming a co-sponsor of the Bill.

“The life of the arts, far from being an interruption, a distraction, in the life of the nation,
is close to the center of a nation’s purpose - and is a test to the quality of
a nation’s civilization.” — President John F. Kennedy

“I would teach children music, physics, and philosophy; but most importantly music, for
the patterns in music and all the arts are the keys to learning.” Plato
NYSSMA – WHO WE ARE!

Your Legislative Talking Points sheet identifies us simply as: “the 5,000 members of the New York State School Music Assn.”

Here are many more facts for your use about “who we are”:
“The Mission of the New York State School Music Association (NYSSMA®) is to advocate for and improve music education across New York State by promoting and producing appropriate activities and programs for its membership and students in member school music programs.”
(Approved unanimously by the NYSSMA® Executive Council on December 3, 2008)

NYSSMA is the most significant professional force for music education in the State of New York.

NYSSMA is the largest, most successful National Association for Music Education (NAfME) unit in the United States.

Approximately 5000 members, comprised of educators, professionals and music industry representatives proudly belong to NYSSMA.

The music industry in New York State provides thousands of jobs and millions in state tax revenues.

Over 100,000 students participate annually in spring adjudication festivals held all over New York State.

The NYSSMA Winter conference attracts almost 4,000 participants and offers about 190 workshops and showcases.

Over 150 vendors and colleges exhibit at the Winter Conference held in Rochester, NY in November. This annual event is a huge boost for Rochester tourism revenues.

Our All-State performing groups are among the finest in the nation. They rehearse and perform at the NYSSMA Winter Conference. Over 8000 students auditioned for the honor of being an All State musician. Only 886 were selected to participate.

NYSSMA mails its magazine, the School Music News to every NYSSMA member throughout the year and keeps everyone fully informed.

The NYSSMA Manual is the definitive resource for setting standards and expectations for each instrument and voice part at every level of ability. It has been used as a template by states throughout our country. We pioneered “authentic assessment”.

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Support data for our 2018 Legislative Talking Points

This year’s talking points are designed to inform our legislators of all we have accomplished in the past year, a chance to brag and blow our own horns a bit. They are a way to show how we have evolved into a savvy political force from the well-meaning organization that came to the hill unprepared and able to accomplish little more than photo ops. We have changed “What we want” to “We want to tell you that:” as the title of the “asks” section on our Information for Legislators/Legislative Tri-Fold document. Here is the support data for each of the four points.

1 – This is a list of our major political and educational accomplishments. Don’t be afraid to brag about them and how hard we’ve worked to be involved at the highest state levels in order to advocate for our programs. We have been meeting monthly with the SED Chancellor and various regents. We have been an integral part of getting the entire ESSA plan packaged and sent to the FED for approval. We did the lion’s share of the work in creating the new New York State Standards for the Arts.

2 - The imminent retirement of Leslie Yolen leaves the State Education Department without any Curriculum Associates at a time where the rollout of ESSA demands strong leaders in these positions. We must restore the Music Curriculum Assistant position if we are to develop the robust music programs demanded by ESSA when it designated Music as a stand-alone subject in a “well-rounded education”. For years this position was in the Governor’s budget, but the funds were just not released. Last year they were released, but SED has not replaced these vital positions yet. How can SED roll out an entirely new curriculum without Curriculum Specialists? Most legislators will tell you they can’t help with SED matters (actually they can) which is why we ask them to “use their influence”.

3 - At the last NYSCEA Meeting there was a State Ed presentation on the Executive Budget proposed by the Governor. President Michael Salzman was present and found one of the proposals of particular concern. The Governor is asking for a 2% cap on BOCES Aid back to districts. This is not a reduction of current BOCES reimbursement rates but does mean that these rates can’t increase more than 2% per year. Limiting the growth of BOCES Arts in Education programs is in direct opposition to the ESSA concept of building more robust Music Education programs. We all know how important it is to for our students to experience the kinds of presentations we are able to provide through BOCES.

4 - The idea was first seen on Twitter by Joe Owens, Director of Fine and Performing Arts for the Mineola School District. He read a tweet about a similar project managed by the Texas DMV. They created special license plates to benefit music education throughout the state. Joe contacted his Assemblyman Ed Ra and before long there were Bills with sponsors in both houses. The Bills have already moved to Committees and support a NYS License Plate reading, I Support Music Education. It also includes the creation of an "I Support Music Education Fund" at SED. We especially want to urge legislators to sign on as bi-partisan co-sponsors.
TEN TIPS
HOW TO VISIT WITH YOUR LEGISLATOR

1. DO YOUR HOMEWORK
Get to know your legislators before meeting. Locate their biographies, background, interests, and voting records. Know what committees they sit on and what bills they sponsor. Preparation leads to success.

2. MAKE AN APPOINTMENT
Legislators keep busy schedules. It is important to have an appointment and to be on time for the appointment. Despite best efforts, legislators often assign their staff to constituent meetings. Don’t be frustrated (see # 8).

3. FOCUS
Your appointment may be short, so clearly address the issues at hand. Sell the “big picture” and demonstrate how your issues impact the whole community. Provide background materials to refresh the legislator, inform staff and cover details.

4. BE POLITE
Be reasonable and respectful. Remember that you are a diplomat for your concerns. Open antagonism and frustration can jeopardize long-term relationships.

5. BE ACCURATE
Credibility is key if you want to be taken seriously. If you don’t know the answer to a question, don’t guess. Let the legislator know you will provide the missing information later.

6. MAKE A PERSONAL CONNECTION
Use your firsthand knowledge. Parents, teachers, laborers all bring invaluable experience. Look for opportunities to connect with the legislator, such as a similar upbringing, shared interests, mutual school, common friends.

7. SEEK AN ANSWER
Politely ask your legislator for his/her position on the issue. If you are in agreement, discuss ways you can both forward the issue. If you disagree, seek opportunities to address his/her concerns.

8. DON’T UNDERESTIMATE STAFF
Legislators trust their staff to filter information, provide sound advice and handle many concerns. Staff are invaluable resources because of their proximity to the legislator – don’t underestimate their role.

9. FOLLOW UP
Always send a letter of thanks to your legislator. Use this as an opportunity to restate your positions and seek common ground. Of course, thank him/her for any support, and give a gentle reminder of any commitments that were made.

10. REPEAT 1-9
Your initial meeting is only the beginning. If legislators never hear from you again, they may lose sight of your views. Continue to provide them with information and insight. Staying involved is the surest way to make your voice heard.