



Music Education • Orchestrating Success

Summer 2016 Backgrounder – Fully Funding Title I

Background:

After years of failed negotiations, in December 2015, Congress finally passed a new version of the Elementary and Secondary Education Act (ESEA), now titled the Every Student Succeeds Act (ESSA). The passage of ESSA is an historic victory for music education advocates, because it includes for the first time a *specific and separate* mention of “*music*” as a part of a “**Well-Rounded Education**” (Title VIII, Sec. 8002 of ESSA).

ESSA provides a clear message that students should have access to a “Well-Rounded Education,” a broad and rich curriculum that includes music education. Support for well-rounded education is seen throughout the law, including in the section with the largest funding allocation, Title I.

Legislative Request:

- **Support Access to Music Education for the Most Disadvantaged Students by Fully Funding Title I, Part A:** Title I, Part A programs, both school-wide and targeted, are now available to provide supplemental funds for a well-rounded education, including music.

Funding History for Title I to LEAs (in millions)

FY 2015	FY 2016	FY 2017 President’s Request	FY 2017 NAfME - Roundtable Request
\$14,409.80	\$14,909.00	\$15,359.80	\$15,359.80 (Authorized Level)

Under the new ESSA, the School Improvement Grants (SIG) were eliminated and states are now required to reserve 7 percent of Title I, Part A funds to support school improvement in the place of this elimination. In order to ensure school districts do not see a decrease in Title I, Part A allocations due to this reservation, we ask Congress to fully fund for Title I, Part A at its authorized \$15.36 billion level, which is the combined total Title I, Part A and SIG program funding in FY16.

Key Points:

- Title I has been renamed under ESSA to read “Support for basic programs” in both states and school districts. This name change signals the intent of Congress to value the entirety of education in supporting our nation’s most academically at-risk students as well as those from communities of poverty.
- Title I, Part A schoolwide programs, are now available to provide supplemental funds for a well-rounded education, including music. While schoolwide programs have, in some districts, supported supplemental music education in schools, the new language in ESSA requires that schoolwide schools speak to how they will support a “well-rounded education” through their schoolwide plan. For the first time, music can be called out in all Title I schoolwide plans across the nation.
- Title I, Part A targeted assistance programs may now, for the first time under ESSA, provide supplemental funds for a well-rounded education, including music. Targeted assistance programs provide supplemental support for students who are most academically at-risk. For the first time, the new law recognizes the power of providing a well-rounded education for these students in order to support their academic growth.
- Fully funding Title I will allow schools, districts and states to take the most advantage of the new flexibility found within ESSA, and to best support a “well-rounded education” for our nation’s students.



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Summer 2016 Backgrounder – Fully Funding Title II

Background:

After years of failed negotiations, in December 2015, Congress finally passed a new version of the Elementary and Secondary Education Act (ESEA), now titled the Every Student Succeeds Act (ESSA). The passage of ESSA is an historic victory for music education advocates, because it includes for the first time a *specific* and *separate* mention of “*music*” as a part of a “**Well-Rounded Education**” (Title VIII, Sec. 8002 of ESSA).

ESSA provides a clear message that students should have access to a “Well-Rounded Education,” a broad and rich curriculum that includes music education. Support for well-rounded education is seen throughout the law, including in the section supporting professional development of educators, including music educators, Title II.

Legislative Request:

- **Support Professional Development for Music Educators by Fully Funding, Title II, Part A:** These funds may be used to support professional development for music educators, as part of supporting a “Well-rounded Education.”

Supporting Effective Instruction, Title II, Part A (formerly, Teacher Quality Program)

Funding History (in millions)

FY 2015	FY 2016	FY 2017 President’s Request	FY 2017 NAFME - Roundtable Request
\$2,349.83	\$2,349.83	\$2,250.00	\$2,290.00 (Authorized Level)

Our music educators deliver an important role in enabling student success. Appropriate funding levels for Title II-A (along with fully funding Titles I-A and IV-A), will provide unique federal support for professional development for our educators and bolster the skills development they need to provide a high-quality music education for our nation’s students, part of Congress’ vision of a “Well-Rounded Education.”

Key Points:

- Under ESSA, Title II has a broader scope and focus than under *No Child Left Behind*. A key focus of Title II, however, remains on teacher effectiveness. Music educators, like all educators, benefit from high-quality professional development focused on the needs of the students in their classroom. Title II funds can support professional development for music educators as music is part of the “well-rounded education” envisioned in the new law.
- Music educators should be part of the needs assessment undertaken at the local school district as well as the state-level needs assessment identifying the professional development needs of the profession. Including music educators in the process will encourage districts and states to think more broadly about what professional development will benefit all of their teachers – not just the educators involved in the tested subject areas.
- Music educators are also interested in working with the state and local school district leadership to revise teacher evaluation systems to better reflect the needs of all educators involved in delivering a well-rounded education. Many teacher evaluation systems across the nation are currently built to meet the requirements of ESEA-waivers set up by Secretary Duncan in 2013. With ESSA, Congress has given flexibility back to the states to determine what these systems can and should look like.



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Summer 2016 Backgrounder – Fully Funding Title IV

Background:

After years of failed negotiations, in December 2015, Congress finally passed a new version of the Elementary and Secondary Education Act (ESEA), now titled the Every Student Succeeds Act (ESSA). The passage of ESSA is an historic victory for music education advocates, because it includes for the first time a *specific* and *separate* mention of “*music*” as a part of a “**Well-Rounded Education**” (Title VIII, Sec. 8002 of ESSA).

ESSA provides a clear message that students should have access to a “Well-Rounded Education,” a broad and rich curriculum that includes music education. Support for well-rounded education is seen throughout the law, including in the section with the third largest funding allocation, Title IV, which may be utilized to support access to music education for all students, regardless of background or circumstance.

Legislative Request:

- **Support Access to Music Education as Part of a Well-Rounded Education by Fully Funding Title IV, Part A:** Under Title IV, Part A of ESSA, the Student Support and Academic Enrichment Grants (SSAEG) provides a new and clear intent to support our nation’s schools through a “Well-Rounded Education.”

Funding History for Title IV, Part A [SSAEG] (in millions)

ESSA Authorized Level	FY 2017 President’s Request	FY 2017 NAFME - Roundtable Request
\$1,650.00	\$500.00	\$1,650.00 (Authorized Level)

Despite being the third largest authorized program within ESSA, the President’s FY17 Budget request only recommends \$500 million for the grant, less than one-third of its authorized funding level, which Congress agreed upon in a bipartisan manner. By significantly underfunding this program, it undermines the greater flexibility that Congress had intended for states and districts, and would not allow schools to make meaningful investments in critical areas of need, such as school music programs.

Key Points:

- The Student Support and Academic Enrichment Grants (SSAEG), is the result of a consolidation of more than 20 existing programs into a single formula-funded flexible block grant program.
- This new block-grant may be used in part to improve access to music education, and in turn, to support not only student success, but also the promotion of constructive student engagement, problem solving, and conflict resolution. In addition, other funds may be utilized to offer a broad array of enriched educational experiences, such as providing music to underrepresented, disadvantaged, and minority student populations.
- The President budget prescribes language that recommends turning SSAEG into a competitive grant program. A competitive program would significantly disadvantage smaller and more rural school districts that often lack the capacity to apply for funding at all. Sufficiently funding SSAEG would eliminate any need for competitive targeting.
 - These same districts would benefit the most from the program, as they frequently serve students who are in most need, a population that has shown to perform better academically when exposed to a broad curriculum that includes music programs.



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Summer 2016 Backgrounder – Well-Rounded Education

Background:

After years of failed negotiations, in December 2015, Congress finally passed a new version of the ESEA, now titled the Every Student Succeeds Act (ESSA). The passage of ESSA is an historic victory for music education advocates, because it includes for the first time a *specific and separate* mention of “**music**” as a part of a “**Well-Rounded Education**” (Title VIII, Sec. 8002 of ESSA). The “Well-Rounded Education” provision is the successor title of the “Core Academic Subjects” provision from No Child Left Behind (NCLB), where “the arts” was previously listed as core.

The addition of “music” provides much needed clarity regarding its status under federal education priorities and provides a clear message that students should have access to a “Well-Rounded Education,” a broad and rich curriculum that includes music education. In addition, this inclusion provides numerous opportunities to utilize federal funding to increase the access of music education for all students, especially those most vulnerable.

Key Points:

- The inclusion of “music” as part of a “Well-Rounded Education” serves as an important touchstone for music advocates, nationwide. Advocates rely on this federally protected status to effectively make their case that music education is essential to the American academic experience. Furthermore, listing this discipline in federal statute reinforces the types of learning experiences that we as a nation, feel are most important for all students.
- Constraints on funding continue to limit the prevalence of strong music education programs; hence, the level at which such programs can correspondingly help students develop and achieve in the 21st century. Maintaining “Well-Rounded” status for music and fully funding these related programs aids an overall increase in accessibility to resources fundamental to the honing of effective programs, leaving a lasting impact on students’ lives as the benefits of music go beyond academics and the classroom.
- Music educators have developed a meaningful body of legislative, systemic, and research-oriented support for music as part of a full and balanced education. The Well-Rounded Education provision ensures and maintains a student’s access to music education, especially those in at risk environments who could benefit the very most from school music programs. These subjects have a unique ability to engage at-risk students and improve their overall engagement in academics, ensuring they have the essential 21st century skills to succeed not only in academics, but also today’s workforce.