



# NYSSMA®

*A State Unit of NAFME, National Association for Music Education*

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TO: NYSSMA Members attending the Joseph R. Sugar NYSSMA Day in Albany – March 2, 2020

FROM: Alan Orloff, Government Relations Committee Chairman

Re: Schedule – 47<sup>th</sup> Annual Joseph R. Sugar NYSSMA Day in Albany

## THE SCHEDULE FOR MONDAY, MARCH 2, 2020 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 <b>11:30 am concert in the South Gallery of the Empire State Plaza</b> 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	<b>Lunch, Meeting Room 6.</b> 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	<b>NYSCAME meeting</b> in Meeting Room 7, behind the Egg
2:00pm – 5:00pm	Continued legislative visits. Remind legislator of the evening reception.
3:00pm – 5:00pm	<b>County Presidents’ Meeting</b> , Meeting Room 7 behind the Egg
4:45pm	Meet in Meeting Room 6 to prepare for reception, Empire State Plaza
5:00pm – 7:00pm	<b>Concert and Reception – All State Jazz Ensembles</b>

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*Alan Orloff, Government Relations Chairperson, 17 Cobb Ct., Huntington, NY 11743*

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## **The 47th Annual Joseph R. Sugar NYSSMA Day in Albany Information for Legislators – Monday, March 2, 2020**

**Who we are:** The 5,000 members of the New York State School Music Assn.

**Who we represent:** 1.8 million NY school music students and the households, teachers and businesses supporting their music education.

**Why we are here:** To advocate for our students, families and members.

### **Music contributes to student achievement in four important categories:**

#### **1. Success in society –**

“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

#### **2. Success in school and learning –**

“Students with coursework/experience in music performance and music appreciation scored higher on the SAT; students in music performance scored 57 points higher on the verbal and 41 points higher on the math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on the math, than did students with no arts participation.”

College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board, 2001

#### **3. Success in developing intelligence –**

Children who take music lessons show different brain development and improved memory over the course of a year, compared to children who do not receive musical training. Musically trained children performed better in a memory test that is correlated with general intelligence skills such as literacy, verbal memory, visuospatial processing, mathematics and IQ”.

Dr. Laurel Trainor, Prof. of Neuroscience and Behaviour at McMaster Univ., 2006

#### **4. Success in life –**

“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

### **We want to tell you that:**

1: We ask your support for “Same As” Bill S5770/A9660. This bill moves Music and Arts from Regulatory to Statutory subjects, giving them “Stand Alone” status as established by the Federal standards in ESSA and the New York State Standards for the Arts

2: We ask for your continued support in creating and maintaining high quality, sequential, general music, band, orchestra, chorus, modern band and emerging ensemble instruction taught by qualified, certified music educators for grades pre-K-12.

3: We want you to know all the things that NYSSMA accomplished in your district supporting the 2 million school music students of our state. (Please see “Who we are” on the reverse side)

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## NYSSMA – WHO WE ARE!

Our 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 to know 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 125,000 students participate annually in spring solo and major organization adjudication festivals held all over New York State.

The NYSSMA Winter conference attracts almost 3,000 participants and offers more than 230 workshops and showcases.

Over 200 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 9000 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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## Alan's Albany Tips 2020

Here are my thoughts and ideas for how to make the most out of your 47<sup>th</sup> Joseph R. Sugar NYSSMA Day in Albany.

I feel that our visits to legislative offices have to accomplish four basic things.

1. First and foremost, our visits are about creating relationships with our Senators, Assembly members and their staff. We will be asking for support on the “Same As” bill S5770/A9660 (hoping to find a better name soon). These bills would never exist if it wasn't for the long-time relationships developed over the years by myself, our NYSSMA Advocacy Chair Lori Orestano-James, our past NYSSMA and NAFME Eastern Division President Marc Greene and many, many other NYSSMA members who have made the “trek to the Hill” an integral part of their yearly schedule. Also, these visits, while taking place towards the end of our school years are really the beginning of our legislative efforts. 47 years ago, Joe Sugar could not have known that March would be the month that the State Budget would have to be finished and that the chances of meeting with our legislators would be difficult. That is why everyone must follow up with visits at local offices with their actual legislators, not just staff members. These visits are much less formal and much more productive. Get to know your elected officials. As Joe would say: “they're just like us. They put their pants on in the morning one leg at a time”.
2. Ask 1. S5770/A9660 is the most significant legislation proposed for the arts in our time. Right now, music is a Regulatory subject administered by the State Education Department. By changing music and art's subject status to Statutory, they become regulated by the State Legislature, just like Math and Science. They fall in line with Federal standards in ESSA that create Music as a stand-alone subject. making it eligible for Title I, II and IV funding in ways that never existed before. They complete the mission of the New York State Standards of the Arts, which were basically created by a team of NYSSMA's best and brightest minds. And, with numbers already

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assigned, asking for support is easy. We must also ask Senators and Assembly Members to join their colleagues and sign on as bill sponsors.

3. Ask 2. We continue to ask continued support in always supporting high quality, sequential music programs in our schools, pre-K-12 taught by certified, qualified music educators. This year I have added the following list after the word sequential: “general music, band, orchestra chorus, modern band and emerging ensemble taught by qualified, certified music educators”. You should feel free to add any other areas of music education that take place in you schools to this list when you discuss Ask 2.
4. Ask 3. We must proudly “brag” about all NYSSMA has accomplished in the legislator’s district during the year(s). I’ve given a page, NYSSMA-Who we Are with many facts, but let them know specifically what you have been accomplishing in your districts, not only NYSSMA accomplishments but your own exciting initiatives. This is the part of your conversations where you should consider bringing a list of the dates of important concerts and events you will be producing and INVITING the legislator to them!!!! Sometimes, they just come to be the introductory MC and don’t stay for the whole event, but what politician wouldn’t want the opportunity to stand in front of a large group of their constituents in support of their children?

I could probably go on and on, but these are my thoughts after preparing all the documents for our Day in Albany, so I share them with you as you look at the pages and discuss your team strategies for your visits to your legislators. Wishing you all the best, and a wonderful, productive Day in Albany.

Best regards,  
Alan

Alan Orloff  
NYSSMA GRC  
631-365-3763  
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# TEN TIPS

## HOW TO VISIT WITH YOUR LEGISLATOR

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### 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.

# STATE OF NEW YORK

5770

2019-2020 Regular Sessions

## IN SENATE

May 14, 2019

Introduced by Sen. METZGER -- read twice and ordered printed, and when printed to be committed to the Committee on Education

AN ACT to amend the education law, in relation to adding arts and music education into the curriculum for public school students

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

1 Section 1. Legislative intent. The legislature hereby finds that arts  
2 and music education exposure has developmental benefits to children and  
3 adolescents, and is an essential component to providing a well-rounded  
4 education to all of the state of New York's public school students. Past  
5 studies have shown that arts and music education has a significant posi-  
6 tive impact on all students, including traditionally underserved  
7 students. It is the legislature's intent to ensure that arts and music  
8 education shall be incorporated into the public school curriculum.

9 § 2. Subparagraphs 1 and 2 of paragraph a of subdivision 3 of section  
10 3204 of the education law, subparagraph 1 as amended by chapter 14 of  
11 the laws of 1958 and subparagraph 2 as amended by chapter 124 of the  
12 laws of 1951, are amended to read as follows:

13 (1) The course of study for the first eight years of full time public  
14 day schools shall provide for instruction in at least the [twelve] thir-  
15 teen common school branches of arithmetic, reading, spelling, writing,  
16 the English language, geography, United States history, civics, hygiene,  
17 arts and music, physical training, the history of New York state and  
18 science.

19 (2) The courses of study and of specialized training beyond the first  
20 eight years of full time public day schools shall provide for instruc-  
21 tion in at least the English language and its use, in civics, hygiene,  
22 physical training, arts and music, and American history including the  
23 principles of government proclaimed in the Declaration of Independence  
24 and established by the constitution of the United States.

25 § 3. This act shall take effect immediately.

EXPLANATION--Matter in italics (underscored) is new; matter in brackets  
[ ] is old law to be omitted.

LBD11480-01-9

# STATE OF NEW YORK

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9660

## IN ASSEMBLY

February 4, 2020

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Introduced by M. of A. JEAN-PIERRE, RA -- read once and referred to the Committee on Education

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The People of the State of New York, represented in Senate and Assembly, do enact as follows:

1 Section 1. Legislative intent. The legislature hereby finds that arts  
2 and music education exposure has developmental benefits to children and  
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