

THE GOOD NEWS!!!! The Stimulus Package Impacts Music Education; Funding for Professional Development and New Instruments, Books, and Equipment Included

The American Recovery and Reinvestment Act (ARRA) of 2009 provides over \$100 **BILLION** for education—twice is much as this year’s current U.S. Department of Education funding, which is \$45 billion. The funding is already being distributed. According to the Department of Education, there are four guiding principles surrounding the distribution of these funds. Professional development is inherent in principle #2 and the purchase of new instruments is inherent in principle #4 -- both specified below with *translations* as provided by Robert B. Morrison, Founder of Quadrant Arts Education Research, in his article, “Where’s My Bailout?” published in *School Band and Orchestra*, April 2009, p. 14.

This is YOUR STIMULUS, but it’s not going to be handed to you. You have to go get it!
ASK YOUR PRINCIPAL: “How can I access these funds so that I may better serve our students?”

2. Improve student achievement through school improvement and reform. ARRA funds should be used to improve student achievement. In addition, the State Fiscal Stabilization Fund (SFSF) provides funds to close the achievement gap, help students from all backgrounds achieve high standards, and address four specific areas that are authorized under bipartisan education legislation – including the Elementary and Secondary Education Act and the America Competes Act of 2007:

- Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities;
- Establishing pre-K-to college and career data systems that track progress and foster continuous improvement;
- Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need;
- Providing intensive support and effective interventions for the lowest-performing schools.

Translation: Use the funds to improve student achievement in core content areas (which includes music and the arts) as well as professional development for teachers and a special emphasis on both students for whom English is a second language and students with disabilities. This is money for teacher training to improve skills, attend conferences, summer workshops, etc. **EXAMPLE: ATTEND 2009 MENC SUMMER MARIACHI WORKSHOP! (Ed.)**

4. Invest one-time ARRA funds thoughtfully to minimize the “funding cliff.” ARRA represents a historic infusion of funds that is expected to be temporary. Depending on the program, these funds are available for only two or three years. These funds should be invested in ways that do not result in unsustainable continuing commitments after the funding expires.

Translation: Understand that some of these funds will be a “one-time” injection of resources. Don’t spend money on programs the school will not have the resources to maintain once the money from the stimulus is gone. Expenditures that will have lasting impact should be given priority—**EXAMPLE: INSTRUMENTS, BOOKS, RESOURCES FOR MARIACHI PROGRAMS! (Ed.)**

The full text of this article (including information on additional Title I Funds) is available at:
http://www.music-for-all.org/blog/archives/2009/04/wheres_my_bailout_right_here.html

For additional information on the 2009 MENC Summer Mariachi Workshops, visit:
<http://www.musiceducationconsultants.net/mariachiworkshops>