

Every Student Succeeds Act (ESSA) REPLACES No Child Left Behind (NCLB)
Accountability will thus move from the Federal Government to Individual States

Highlights of Music Education Opportunities in ESSA

- **A New and Clear Intent to Support Our Nation's Schools through a Well-Rounded Education:** This is a sea change from NCLB, which focused heavily on the academic success of students narrowly defined as reading and math.
- **Enumeration of Music as a Well-Rounded Subject:** Replacing the Core Academic Subject language from NCLB, this language clearly articulates that music should be a part of every child's education, no matter their personal circumstance.
- **Requirements for Well-Rounded Education:** Schools will now be able to assess their ability to provide a well-rounded education, including music, and address any deficiencies using federal funds.
- **Flexibility of Title I funds to support a well-rounded education:** All Title I programs, both school-wide and targeted, are now available to provide supplemental funds for a well-rounded education, including music.
- **More Professional Development for Music Educators:** Funds from Titles I, II and IV of ESSA, may support professional development for music educators as part of supporting a well-rounded education.
- **Flexible Accountability Systems:** States must now include multiple progress measures in assessing school performance, which can include such music education-friendly measures as student engagement, parental engagement and school culture/climate.
- **Protection from "Pull Outs":** The new ESSA discourages removing students from the classroom, including music and arts, for remedial instruction.



**National Association
for Music Education**

Full Legislative Analysis of All Key Music and Arts Provisions of the Every Student Succeeds Act (ESSA) [S. 1177]

***Key Terms:**

1. WELL-ROUNDED
2. MUSIC
3. ARTS

Title I: Improving Basic Programs Operated by State and Local Educational Agencies

- o **Section 1008: Schoolwide Programs (Schoolwide Program Plan):** Plans which may be executed via a combination of federal, state and local funds, in efforts to improve the overall educational program of a school meeting the appropriate threshold of disadvantaged students to become eligible. Strategies should seek to strengthen academic programs, increase the amount and quality of learning time, and provide a WELL-ROUNDED education (music, arts). (pg. 164)
- o **Section 1009: Targeted Assistance Schools (Targeted Assistance School Program):** Aimed at assisting schools and Local Educational Agencies with support in ensuring that all students served meet the State's challenging student academic achievement standards in subjects as determined by the State. Criteria includes the potential to provide programs, activities and courses necessary to ensure a WELL-ROUNDED education (music, arts). (pg. 169)
- o **Section 1009: Targeted Assistance Schools (Targeted Assistance School Program):** Recommends that in order to effectively serve participating students, removal of students from the regular classroom during regular school hours (music, arts) for instruction provided under this part, must be minimized. Under NCLB, this language proved helpful in protecting music programs in multiple states. (pg. 171)
- o **Section 1112: Local Educational Agency Plans (Plan Provisions):** Application for federal support to State Educational Agencies, who then work with Local Educational Agencies to implement plans designed to close the achievement gap and help students meet challenging State academic standards, via several avenues, including the development and implementation of a WELL-ROUNDED (music, arts) program of instruction. (pg. 134)
- o **Section 1112: Local Educational Agency Plans (Parental Participation/In General):** For English learners, Local Educational Agencies receiving grants are required to conduct outreach to parents encouraging the sharing of information regarding how they can be involved in ensuring that their children achieve at high levels within a WELL-ROUNDED education (music, arts). (pg. 150)

Title II: Preparing, Training, Recruiting High-Quality Teachers, Principals, or Other School Leaders

- o **Section 2224: Subgrants to Eligible Entities in Support of Kindergarten Through Grade 12 Literacy (Local Applications):** Eligible entities receiving subgrants must report on how a school integrates comprehensive literacy instruction into a WELL-ROUNDED education (music, arts). (pg. 378)
- o **Section 2224: Subgrants to Eligible Entities in Support of Kindergarten Through Grade 12 Literacy (Local Uses of Funds for Grades 6 Through 12):** Eligible entities receiving subgrants must assess the quality of adolescent comprehensive literacy instruction as part of a WELL-ROUNDED (music, arts) education, and provide time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a WELL-ROUNDED education (music, arts). (pg. 381)

Title IV: 21st Century Schools

- o **Section 4101: Student Support and Academic Enrichment Grants (Purpose):** Federal grants to State and Local Educational Agencies aimed at improving students' academic achievement, through a variety of measures, including by providing access to a WELL-ROUNDED education (music, arts). (pg. 450)
- o **Section 4104: State Use of Funds (State Activities):** States receiving formula grants must use those monies in part for purposes of carrying out particular State Activities, which may include offering WELL-ROUNDED (music, arts) educational experiences to underrepresented, disadvantaged and minority students. (pg. 459)
- o **Section 4104: State Use of Funds (State Activities):** Providing for activities and programs in MUSIC and ARTS, specifically, are mentioned as appropriate uses of formula grant funds. (pg. 459)
- o **Section 4106: Local Educational Agency Applications (In General):** As part of the Needs Assessment for a Local Educational Agency to receive an allocation of formula grant funding from a State Educational Agency, improvement in access to, and opportunities for ensuring all students receive a WELL-ROUNDED education (music, arts), is included. (pg. 469)
- o **Section 4106: Local Educational Agency Applications (Descriptions):** Application for support via State Educational Agency distributed formula grant allocation, includes a required description of activities and programming that a Local Educational Agency plans to carry out, including, if applicable, for purposes of supporting WELL-ROUNDED education (music, arts). (pg. 470)
- o **Section 4107: Activities to Support Well-Rounded Educational Opportunities (In General):** Allocations to Local Educational Agencies must be used, in part, for purposes of developing and implementing programs and activities that support access to a WELL-ROUNDED education (music, arts). There is significant potential here to make deep

inroads on behalf of securing additional funds for music and arts. This is very strong language. (pg. 473)

- o **Section 4107: Activities to Support Well-Rounded Educational Opportunities (In General):** Programs and activities that use MUSIC and ARTS, are referenced specifically, as tools to support student success, through the promotion of constructive student engagement, problem solving, and conflict resolution. (pg. 474)
- o **Section 4107: Activities to Support Well-Rounded Educational Opportunities (In General) via Bonamici Amendment:** Programs and activities that integrate the ARTS (including music) into STEM for purposes of increasing participation in STEM, improving attainment of STEM-related skills, and promoting WELL-ROUNDED education (music, arts). Also, programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine ARTS and math. (pg. 476)
- o **Section 4201: Purpose; Definitions (Purpose):** Part is designed to provide opportunities for communities to establish or expand activities in 21st Century Community Learning Centers, including via offering students a broad array of additional services, programs, and activities, such as MUSIC and ARTS. (pg. 490)
- o **Section 4205: Local Activities (Authorized Activities):** The Local Competitive Subgrant Program aimed at 21st Century Community Learning Centers and Expanded Learning Program Activities includes a description of Authorized Activities aimed at advancing student academic achievement and supporting student success. The description includes WELL-ROUNDED education (music, arts) activities, including such activities that enable students to be eligible for credit recovery or attainment. (pg. 514)
- o **Section 4401: Magnet Schools Assistance (Special Rule):** If all conditions are met, grant funds under this part may be used to improve knowledge of ART or MUSIC. (pg. 579)
- o **Section 4641: Awards for Academic Enrichment (Program Authorized):** From reserved funds, the U.S. Secretary of Education shall award grants, contracts, or cooperative agreements, on a competitive basis, to eligible entities for the purposes of enriching the academic experience of students by promoting ARTS education for disadvantaged students and students with disabilities. (pg. 625)
- o **Section 4642: Assistance for Arts Education (Awards to Provide Assistance for Arts Education/In General/Conditions/Consultation/Eligible National Nonprofit Organization):** Reincarnation of Arts in Education program from NCLB (Title V, Subpart 15), aimed at promoting ARTS education (including music education) for students, including disadvantaged students and students with disabilities, through professional development for ARTS educators, teachers, and principals; development and dissemination of instructional materials and ARTS-based educational programming, including online resources, in multiple ARTS disciplines; and community and national activities that strengthen and expand partnerships among schools, local educational

agencies, communities, or national centers for the ARTS. A variety of entities are eligible for funding under this program, with priority given to funding a national arts education organization meeting eligibility requirements. In carrying out activities, the U.S. Secretary of Education must consult with ARTS educators (including professional ARTS education associations, such as the National Association for Music Education [NAfME]). A previous version of this program was responsible for funding The Kennedy Center and its Very Special Arts (VSA) program, as well as a small number of competitive professional development and model program implementation grants under NCLB (pg. 626 - 629).

Title VI: Indian, Native Hawaiian, and Alaska Native Education

- o **Section 6304: Program Authorized (Permissible Activities):** Activities provided through programs carried out under this part may include instructing Alaska Native youth in leadership, communication, and Alaska Native culture, ARTS, history, and languages. (pg. 726)

Title VIII: General Provisions

- o **Section 8002: Definitions (Expanded Learning Time):** Includes activities and instruction for enrichment as part of a WELL-ROUNDED education (music, arts). (pg. 783)
- o **Section 8002: Definitions (Professional Development):** Teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators, with the knowledge and skills necessary to enable students to succeed in a WELL-ROUNDED education (music, arts), are, importantly, all included here. (pg. 799)
- o **Section 8002: Definitions (Well-Rounded Education):** MUSIC and ARTS are listed as part of a WELL-ROUNDED Education (formerly known as Core Academic Subjects). This listing importantly connects music and arts to various other cited provisions throughout the ESSA. Of significance, music is listed in this section as a stand-alone subject for the first time ever, providing clarity as to meaning, and serving as an advocacy tool that can help to inform state and local level funding decision-making. (pg. 807)



NOTE: All other references to WELL-ROUNDED education throughout S. 1177 are either not relevant to MUSIC and ARTS, or refer to amendments to United States Code and have no impact on this legislation.



ESSA Toolkit Information

ESSA Implementation and Music Education: Opportunities Abound

Introduction

In December, 2015, the U.S. Congress authorized a new version of the Elementary and Secondary Education Act, or ESEA. The new version, entitled *Every Student Succeeds Act*, or ESSA, will replace *No Child Left Behind* as the main federal education law at the start of the 2016-2017 school year. Originally signed into law by President Lyndon B. Johnson in 1965, ESEA is the federal government's most extensive statute addressing primary and secondary education. The intent of the legislation is to provide supplemental funds and programs to serve low-income students and enable State and Local Educational Agencies (LEAs, or school districts) to improve the quality of elementary and secondary education.

The newest iteration of the law – ESSA – offers many opportunities to support a sequential, comprehensive music education in our nation's schools. While the bill is being completed in time for Christmas, the opportunities for music education are not presented to us all wrapped up and with a pretty bow. Instead, these opportunities will only be available through collaboration and planning with our education colleagues at the local, state and federal level.

The National Association for Music Education (NAfME) encourages you to begin conversing with your potential partners to make these opportunities a reality in your school and community. Please find following some of our suggestions, both for individual music educators and for state music education associations, on how you can make this happen, as well as the language from ESSA that can support your endeavors.

This toolkit will continue to be updated throughout the 2015/2016 school year as we learn more about the new law and discover new ways for you to utilize the law in support of quality music education for your students.

ESSA Toolkit: pp 19 - 32

Turning Opportunities into a Reality: As a Music Educator in your School

Title I: Improving Basic Programs Operated by State and Local Educational Agencies		
Area of ESSA	Opportunity	Making it a Reality
<p>Flexibility of Title I funds to support a well-rounded education, including music education</p> <p>Section 1008: Schoolwide Programs (Schoolwide Program Plan)</p> <p>Section 1009: Targeted Assistance Schools</p>	<p>Is music education included in your school's Title I plan?</p>	<p>1. Do you teach at a Title I school? If so, do you teach at a Schoolwide Title I school or a Targeted Assistance Title I school?</p> <p>2. If you are at a Schoolwide school, your school will need to update its Title I plan to address all aspects of a well-rounded education, including music. Ask your principal if you can serve on your Title I schoolwide planning committee, or give input on the status of your music education program to be included in the plan. While this may not lead to new funding right away, it will connect your program more directly to the educational plan of your school.</p> <p>3. If you are at a Targeted Assistance school, Title I funds are utilized at your school currently to support supplemental services for students academically at risk in reading and math. The NEW ESSA allows targeted Title I funds to support activities for a well-rounded education, including music. How would supporting music with these funds help support all areas of your school – and students identified as at risk? You may be able to connect your music program more directly with the needs of your students. Set up a time to converse with your principal about the new language and what your principal's vision is for the needs of the at risk students in your school.</p>
<p>Protection from “pull-outs”</p> <p>Section 1009: Targeted Assistance Schools</p>	<p>Do students get pulled from your music classes in order to receive “interventions” in math and reading? The law says this shouldn't happen.</p>	<p>If you have students that are missing out on music because of scheduled interventions, set up a meeting to discuss the intent of the new law with your principal. Is there a way to help students receive this additional support without having them miss their classes in the well-rounded subject areas? What would such a schedule look like?</p>

	<p>Title I of ESSA frowns upon students being pulled out of regular classroom instruction, including instruction in the well-rounded subjects such as music and the arts, in order to receive remedial instruction. Instead, the law encourages schools to provide extended learning opportunities – such as before or after school.</p>	<p>If that seems impossible, is a rotating schedule of interventions possible – so students only miss music once a week, or once every two weeks?</p> <p>You may need to get creative to help your principal solve what could be a logistical nightmare. This is a great time to collaborate with colleagues who share this concern with you. Maybe you-all can create a better schedule that meets the needs of all students.</p>
<p>Parent and Family Engagement – LEA – Section 1010</p>	<p>How does your school and/or district engage parents and family members? Is there a way music education can better connect parents, family members and community to your school and/or district?</p>	<p>Title I places a large emphasis on the need to involve parents, family members and community with schools. As your district and school undertake a revision to their Title I plans, you are encouraged to learn more about your school's current parental involvement strategies, and to suggest ways in which music can help better connect your school with your community. Here are two quick places where you can help your school with parental engagement (and you are already doing them!):</p> <ol style="list-style-type: none"> 1. Joyce Epstein, a thought leader on family engagement, lists audience members as one way parents get engaged with schools. Share your audience numbers and participation rate information with your Title I planning committee. 2. ESSA spells out the needs of parents to understand and be engaged with technology, including an understanding about copyright piracy. Music educators can utilize the educational resources developed by NAFME and partners on copyright to help parents, other educators and students better understand and navigate copyright in our multi-mediated world.

<p>Calendaring of testing for your school/district</p> <p>LEA – Testing transparency as part of Parents’ Right to Know -Section 1006</p>	<p>Does your school/district publish annually a testing calendar?</p> <p>Title I of ESSA requires districts to now publish a testing calendar of all state and district mandated assessments.</p>	<p>ESSA language requires districts make available a testing calendar for every grade level. This information could be very helpful to music educators as you plan your activities for the year.</p> <p>You may want to inquire of your curriculum supervisor if such a calendar currently exists. If not, you may want to ask which tests will be included in the new testing calendar. Note that all of the assessments which impact your daily schedule may not be included. If that happens, be sure to ask why certain tests are included and others are not.</p>
<p>Building a district plan of improvement, including music and the arts</p> <p>Section 1112: Local Educational Agency Plans</p>	<p>Is music education included in your district’s overall plan for improvement?</p> <p>Title I of ESSA asks that plans submitted for approval by the state prior to receiving federal funds include activities to support a well-rounded education, including music. The law also asks that parents, in particular parents of English Language Learners, know of the well-rounded education activities available for their students, including music and arts programs.</p>	<p>Prior to the start of the 2016/2017 school year, your district will be asked to update its District plan to receive funds under ESSA. Under Title I, the revised plan must address well-rounded education activities, which can include music.</p> <p>How will your district know to include music? Does a music teacher or music program leader such as a District Arts Coordinator serve on the district’s Title I planning committee? Do you have time to serve in this capacity if not one else is bringing music education to this planning table?</p> <p>Does your district provide information on your music program to your parents, including information in the home language of the parents your school/district serve?</p> <p>Contact your music supervisor or curriculum supervisor to find out more about how your district’s Title I plan is put together, and offer to serve or provide information on music education in your district to make certain it’s included in your district’s revised plan.</p>

		Work to make certain music and arts programs are included in the information which is shared with your school/district's parents, and make certain that information on your music program is included in information that may be translated for parents who do not speak English as their first language.
Title II: Preparing, Training and Recruiting High Quality Teachers, Principals or Other School Leaders		
Area of ESSA	Opportunity	Making it a Reality
Professional development for all educators – LEA Title II plans and applications – Section 2102	Are the needs of music educators taken into account as professional development opportunities are created in your school/district? ESSA says that they should be, as educators should be able to access professional development in order to deliver a well-rounded education (including music and the arts). Of note – specific areas where Title II funds can be focused by an LEA – and suggestions on where music/music educators might find a “fit”	Who determines the professional development needs for your school district and school? Can you serve on that committee? Music educators CAN be involved in their local district to provide input (needs assessment) and approval (plan development) around the district's Title II plan. Areas of interest that can be funded by Title IIA, Title IA or Title IVA dollars in the plan include: <ul style="list-style-type: none"> • Addressing the learning needs of all students, including gifted and talented and children with disabilities; • Improving classroom instruction and student learning and achievement; • Integrating technology including education about the harms of copyright piracy; • Effectively engaging parents, families and community partners • Creating opportunities for experiential learning through observation • Building capacity to design and utilize formative assessments; • Identifying students who are gifted and talented; • Providing high-quality professional development for teachers on how to integrate rigorous academic content and possibly work-force learning/preparation

Title IV: 21 st Century Schools		
Area of ESSA	Opportunity	Making it a Reality
<p>Requirements for a well-rounded education</p> <p>Section 4106: Local Educational Agency Applications – Needs Assessment and Plan</p>	<p>Is music education part of your district’s needs assessment? Does your district assess the well-rounded education opportunities available to students including music and the arts?</p>	<p>Prior to the start of the 2016/2017 school year, your district will be asked to undertake a needs assessment prior to applying for Title IV funds under ESSA. This funding, entitled 21st Century Schools, includes a specific provision requesting that districts assess how it is providing well-rounded educational opportunities for all of its students – including music and the arts. This needs assessment and planning, similar to the Title I LEA plan provision listed above, is an important place to make certain music education is included in your district’s plan and needs assessment.</p> <p>How will your district know to include music? Will a music teacher or music program leader such as a District Arts Coordinator serve on the district’s Title IV needs assessment and planning committee? Do you have time to serve in this capacity if not one else is bringing music education to this planning table?</p>
<p>Requirements for a well-rounded education</p> <p>Section 4107: Activities to Support Well-Rounded Educational Opportunities</p>	<p>Does music education stand out as an area that needs to be supported following your district-wide needs assessment?</p>	<p>Once the needs assessment discussed above takes place, music education <i>may</i> be an area where additional funds could support better programs and services for all students in your district. If this is the case, how will you and other music educators/leaders be involved in determining how the funds are utilized and the amount of Title IV funding that may be available to support your programs?</p> <p>Make certain that music educators are involved in these budget planning activities if music is listed as an area receiving support with Title IV funds. Again, a district arts coordinator, a music supervisor and/or a curriculum supervisor can help you with this task.</p>

<p>21st Century Community Learning Centers – after or before school opportunities for music and the arts</p> <p>Section 4205: Local Activities</p>	<p>Does your school operate an after-school program funded by 21st Century grants? If so, music can be part of the program available for students after school.</p>	<p>ESSA continues to fund the 21st Century after-school programs, and includes language stating that such funds can be utilized to support well-rounded educational activities including music and the arts.</p> <p>If your school offers such a funded program, is music already part of what students can participate in after school? If not, why not? Who runs the after-school program at your school site? What are the priorities for the after-school program? How does music connect to those priorities?</p> <p>As you prepare for next school year, now is a great time to connect with the folks offering your after-school activities to find out if a) it's funded by the 21st Century program and b) if there may be interest in expanding opportunities in music and the arts as the new law allows.</p>
<p>Competitive grant opportunity for arts education – MAY be available soon</p> <p>Section 4642: Assistance for Arts Education</p>	<p>Do you have interest in expanding professional development opportunities in arts education in your district/school? And/or in building a stronger arts (including music) program? If so, the federal government may have a grant opportunity available for you!</p>	<p>In the national programs section of Title IV, ESSA creates an opportunity for a competitive grant program in arts education. This is an area to wait and see what develops, as the priority for these funds is for a national program, such as the John F. Kennedy Center for the Performing Arts' arts education program.</p> <p>In the meantime, you should consider applying for a professional development or project grant from the National Endowment for the Arts. For more information, go to www.arts.gov.</p>

Professional Development		
Area of ESSA	Opportunity	Making it a Reality
<p>More Professional Development for Music Educators</p> <p>Section 8002: Definitions (Professional Development)</p>	<p>Are the needs of music educators taken into account as professional development opportunities are created in your school/district? ESSA says that they should be, as educators should be able to access professional development in order to deliver a well-rounded education (including music and the arts).</p>	<p>Through Titles I, II, III and IV of ESSA, funds are available to support professional development for educators. Of particular note is the emphasis on content knowledge development under Title IIA (every district will receive a Title IIA allocation).</p> <p>How are the professional development needs of music educators currently identified by your school/district? How does that information connect to the Title I and IV planning going on in your school? Does your district supervisor make certain your PD needs are met? If so – great! If not, now may be the time to sit down and see what opportunities may be available next year through the federal and local funding sources.</p>

Turning Opportunities into a Reality: As a State Music Education Association (State MEAs)

Title I: Improving Basic Programs Operated by State and Local Educational Agencies		
Area of ESSA	Opportunity	Making it a Reality
<p>Flexible Accountability Systems</p> <p>Statewide accountability system – Section 1005</p>	<p>Are the arts or measures which could include the arts part of your state’s report card system?</p>	<p>Title I of ESSA spells out what the federal government will require for state level school report cards on school progress. While states have always been able to go above and beyond what the federal government required, ESSA is different in requiring states to add in additional measures of school success.</p> <p>Suggested additional measures include measures of student engagement, teacher engagement, student access to advanced coursework and school climate and safety. All of these areas could have music-related questions and/or music-related contributions based on how the measure was put together.</p> <p>In addition, states could include access to music educators as one of the “other indicators determined by the state” in state-level report cards. For an example, see New Jersey.</p> <p>Is your state MEA involved in advocacy with the State Department of Education or Office of Public Instruction regarding state report cards? Is your State Board of Education determining what can/should be included on a report card for all schools? This is a great time to find out where these conversations are and if you can provide feedback, input or suggestions on what the accountability system will look like under the new law (going into effect in August, 2016).</p>

<p>Supporting state Title I plan goals – and getting music and the arts written into your state plan.</p> <p>State Plans – Section 1005</p>	<p>Possible place for music in vertical pathways section of the state plan under (g) Other Plan Provisions (1) (e) – Federal non-reg guidance and/or state level advocacy</p>	<p>While states do not need to specifically address well-rounded educational activities including music, in their state level plans according to ESSA, there is an opportunity to add well-rounded activities to the plan if a state would like to do so.</p> <p>Music education can and does play a supporting role for many the required areas of the Title I plan, including areas of student engagement, parent and family engagement, and vertical alignment of opportunities for students from pre-school through college.</p> <p>Does your state MEA connect with the people in your State Department of Education who will be writing the state plan? Can you share information to try and get music education included in the state plan? Doing so would help showcase your state’s commitment to music and arts education.</p>
<p>Become a part of the ongoing leadership for Title I in your state – join the state COP – Committee of Practitioners.</p> <p>State Committee of Practitioners (COP) – Section 1603b</p>	<p>State advocacy opportunity – membership opportunity</p>	<p>Part of ESSA, the COP or Committee of Practitioners are the educators and administrators invited by the state to serve as its consultants for creating its state-level Title I plan and accountability system.</p> <p>Is there an opportunity for a music educator to serve on the COP? Are there opportunities to influence COP members to be more arts/music friendly in terms of your state’s accountability system or state level Title I plan?</p> <p>Finding information on your state’s Committee of Practitioners may not be easy! If you cannot find the COP on your state’s website, contact your state Title I director and ask about the COP, how someone becomes a member, and if the public can attend COP meetings.</p>

Title II: Preparing, Training and Recruiting High Quality Teachers, Principals or Other School Leaders		
Area of ESSA	Opportunity	Making it a Reality
<p>State Teacher Evaluation Systems</p> <p>State assistance for teacher evaluation systems – Section 2101</p>	<p>Will your state revise your teacher evaluation system under ESSA?</p>	<p>Unlike the ESEA Waivers that all but four states are currently working under, ESSA does not require states to build specific teacher evaluation systems.</p> <p>It does, however, allow states to utilize Title IIA to revise or further refine their teacher evaluation systems if a state chooses to do so.</p> <p>If a state is interested in their teacher evaluation system, State MEA leaders may want to see if the funds could help create a system which better reflects the needs of non-tested subject area teachers such as music educators.</p> <p>An additional area for potential state advocacy is the ability to dismantle current teacher evaluation systems. If the federal government no longer requires it, will your state continue its current work under the ESEA Waiver? Will it dismantle the system through administrative rule (such as through a State Board of Education) or through the state legislature?</p>
<p>Ease of movement for music teachers across state borders</p> <p>State licensure reciprocity and/or sharing - xix under section 2101 (p 325)</p>	<p>Will your state work to ease certification requirements for teachers coming from out of state?</p>	<p>Just as revising the teacher evaluation system is an option for states to spend their Title IIA funds on, so, too, is working in collaboration with other states to remove barriers from teachers moving from state to state. Since the teacher shortage problem is often a local one, lifting barriers from teachers moving states appears, overall, to be a good idea.</p> <p>If this becomes an area of action for your state, a state MEA may want to be involved in the discussions to make certain that this benefits music and arts educators as well as other classroom teachers.</p>

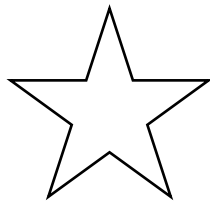
Development of the state plan Section 2101 – State funded activities	Music educators on state plan teams	<p>Just as in Title I, the state plan for Title II must be created with consultation of teachers and administrators. State MEA leaders are encouraged to be involved in this planning process at the State Department of Education - keeping an eye out for the opportunities listed earlier and making certain music educators have access to these opportunities as appropriate.</p> <p>One potential route is to work through the Committee of Practitioners set up as part of Title I (see above) or to work with Institutions of Higher Education (IHEs) involved in music educator teacher preparation. These IHEs are often invited to be part of state level planning for Title IIA.</p>
Title IV: 21 st Century Schools		
Area of ESSA	Opportunity	Making it a Reality
<p>State funding of music and arts education through Title IV State set aside</p> <p>State use of funds – Section 4104– Music and arts specifically called out under state activities.</p>	<p>Will your state utilize their Title IV dollars to fund music and the arts?</p> <p>“Activities and programs in music and the arts” is the second area listed under supporting LEAs in providing programs and activities which improve student engagement and achievement.</p>	<p>Title IV specifically lists funding music and the arts as a potential area where states can help districts and schools. Is this something that might be of interest to your state?</p> <p>As a state MEA, do you have information that could help make the case for your state to invest in this area? For example, do you have data pointing out where music and arts funding could help students – such as issues of unequal access to music and the arts? Or do you have evidence of where music and the arts have helped improve student engagement that you can share?</p> <p>This is a wonderful opportunity to showcase what you know music can and does do in your state, and perhaps generate additional dollars in support of such work at more districts and schools. Again, the contacts will be at your State Department of Education, potentially working with your Committee of Practitioners (see Title I) and/or with your State Education Agency Director of Arts Education – SEADAE member (click here for a listing of SEADAE members and contact information by state).</p>

<p>Increasing state arts education consultants' time or number</p> <p>State use of funds – Section 4104</p>	<p>Does your state have an active arts education consultant at your State Department of Education?</p>	<p>A possible use of the state Title IV funds would be to fund content positions such as an arts education consultant, and/or allow your arts education consultant to devote more of her time to the arts.</p> <p>To learn if you have a SEADAE member – an arts education consultant, refer to the contact list above. NOTE: this may be an excellent place to coordinate your advocacy work with the other state arts education associations in art, dance, and theatre.</p>
<p>21st CCLC - Peer review of competitive local applications</p> <p>Section 4201 – 21st Century Community Learning Centers</p>	<p>Does your state support music opportunities within its funded 21st Century after school programs?</p>	<p>Educators will be invited to be part of a peer review of district applications to fund 21st Century after school programs. While music and arts are eligible areas for funding due to the well-rounded education language found in the law, state reviewers may be less familiar with what a quality after-school music and/or arts program looks like. Volunteering to serve as a music educator helps ensure that a content expert reviews applications which include activities in music and the arts.</p>
<p>21st CCLC - Review of state plan</p> <p>Section 4201 – 21st Century Community Learning Centers</p>	<p>Does your state include music opportunities within its plan to fund 21st Century after school programs?</p>	<p>A state level review committee to review the state's proposed 21st Century Community Learning Centers funding plan is required under the law, and a state MEA may want to have representation on that review committee to ensure that well-rounded education activities including music and the arts is included in the state's plan.</p>

Title VI: Indian, Native Hawaiian, and Alaska Native Education		
Area of ESSA	Opportunity	Making it a Reality
<p>Federal-level grants and/or cooperative agreements in support of Alaska Native Education</p> <p>Alaska Native Education –Section 6300</p>	<p>Does Alaska include music and music education in the culturally specified areas of this federal funding program?</p>	<p>The Alaska MEA may be interested in working with the Alaska Department of Education and Alaska Arts Council to make certain that music is included in the culturally specified areas of this program.</p> <p>ESSA language states: Activities may include instructing Alaska Native youth in leadership, communication, and Alaska Native culture, ARTS, history, and languages. An additional permissible activity of cultural immersion may also be relevant for music education programs and students.</p>

Federal Advocacy Related to the Every Student Succeeds Act

NAfME is working through its National Executive Board to determine areas of priority for federal advocacy and lobbying related to the new ESSA. Your association will be working to create a federal guidance environment (both regulatory and non-regulatory) that maintains an emphasis on the well-rounded provisions of the law, including music and arts. NAfME will also be working with the US Department of Education to help the Department understand some of the implications and nuances of the law, particularly in areas that may have consequences for music education and music teacher preparation. In addition, we will be encouraging the US Department of Education to utilize the well-rounded education language in the area of data reporting to help NAfME and its members understand how music education is faring under the new law.



**Get even MORE ESSA Information Online:
Search “Everything ESSA NAfME” or link to: <http://bit.ly/1U5qf0M>**

***Success with ESSA:
The Every Student Succeeds Act***

*This and additional materials are available online at
www.musicedconsultants.net/conference-materials*

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Music educators play a vital role as the Every Student Succeeds Act is implemented

As the language of the Every Student Succeeds Act (ESSA) becomes more familiar to educators, administrators and the general public, district officials must consider how the new law will impact their schools. In visiting with a number of arts administrators, I discovered that many school-based administrators have not yet familiarized themselves with ESSA and its charge to support schools through the development of strategies that provide all children with a “well-rounded” education ([Every Student Succeeds Act](#), November 30, 2015. Title I, Part A—Sec. 1008. 164).

The National Association for Music Education (NAfME) offers several invaluable documents and materials on its [Everything ESSA](#) website to help educators understand the legislation. The organization also provides a toolkit that can serve as a roadmap moving forward. Two of the more informative items on the NAfME site include the [U.S. Department of Education Funding Table by State \(FY15-FY17\)](#) and the [State Funding Tables by Program \(FY15-FY17\)](#). It is important that as district decision-makers begin formulating plans for ESSA implementation that music educators take an active, participatory role to ensure that the opportunities become realities in schools.

Three Keys to Success

ESSA will assist music educators build a stronger brand for their programs but how might this be accomplished? In other words, where do we start?

1. **Become familiar with ESSA.** Check the NAfME site for these concise documents, which will help you better understand the law in a very short time.
 - For NAfME’s comprehensive analysis of ESSA, try the [Full Legislative Analysis of All Key Music and Arts Provisions of the Every Student Succeeds Act \(ESSA\) \[S. 1177\]](#) provides a section-by-section analysis of the law where the key terms “well-rounded,” “music” and “the arts” are referenced.
 - [ESSA Implementation and Music Education: Opportunities Abound](#) is a toolkit that offers suggestions on how music educators might assess the various areas of ESSA and whether they are or are not already being addressed in their schools.
 - Provided by NAMM, the National Association of Music Merchants, [What’s Next for ESSA](#) is a summary of the legislation, the latest reiteration of the *Elementary and Secondary Education Act* (ESEA) – or *No Child Left Behind* – and the first federal education law to provide a framework to increase access to music and arts education for every student.

2. **Meet with your music department team** to ensure that all members are on the same page in terms of their general knowledge of the ESSA, how the music program might be able to expand the curriculum to better meet the needs of all students, and how Title I funds might be used to address any deficiencies. Under the new federal education law, it may be possible for districts to expand music education offerings for underserved districts and schools; however, Title I funds cannot replace the financial responsibilities of states and districts.
3. **Schedule a 10- to 15-minute meeting with the principal** for you (or your department) and provide a copy of the NAFME and NAMM documents referenced above. Let your principal know that you are available to serve in any capacity as the transition from No Child Left Behind (NCLB) to ESSA ensues during the 2016-2017 school year. Offer to be a member on any accountability committees that may be forming between now and the fall. Your entire music department should contribute to these efforts as well so that a music-friendly environment can be established for enhancing student access to the music program at your school.

Make sure to let your principal know that you are willing to serve beyond the school level, including participating at the district level or even the state level as accountability measures are being considered. Because ESSA directs each state to adopt its own accountability plan, your input, or the input of your leadership through your state's MEA, will be vital.

Local and Vocal

This is our time. Music education has never been in a better place to determine its own future...but it is up to us. Former Speaker of the House Tip O'Neill's "all politics is local" famous quote accurately describes what lies ahead. So familiarize yourself with the details of ESSA. Meet with your music department to come up with a game plan. And, most importantly, make that appointment with your principal.

Marcia Neel, Yamaha's newly appointed Senior Director of Education, is also president of Music Education Consultants, Inc., a consortium of music education professionals who foster the growth and breadth of school-based music programs.