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**National Association**  
*for* **Music Education**

# Music Ed Policy During a Global Pandemic

Quarterly Advocacy Webinar Series

April, 28 2020



# Agenda

1. Welcome and introductions
2. Stimulus packages
3. NAFME Actions to Date
4. Homework Gap
5. State Budget Shortfalls
6. Advocacy Moving Forward





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Credit:diegograndi

# Emergency Federal Funding Packages

What's passed and what's being considered?

## *COVID-19 Emergency Federal Funding Relief*

COVID-I

\$8.5 B

- Vaccines, R&D

COVID-II

\$105B

- Sick Leave, Unemployment,  
Nutrition for kids

COVID-III

\$2.2 T

- Economic Support  
- Federal Agencies

COVID-3.5

\$489B

- Restore PPP  
- Hospitals and Testing

## *CARES Act Provisions (COVID-III)*

### *Small Business Provisions*

- Creation of the Paycheck Protection Program
- Expansion of Economic Injury Disaster Loans
- Employee Retention Tax Credit
- Paid FMLA Leave reimbursed by federal government.

### *Education Funding*

- \$3B for Governors Emergency Education Relief Fund that covers K-12 funding, higher education, pre-K, adult education, and career technical education. Governors currently applying to receive funds.
- [\\$13.5B in formula funding is for K-12 education](#) and \$14.5 billion is for higher education institutions, and the final \$2 billion is flexible for any education needs. Both funding streams are being delivered to states.
- Suspends all student loan payments for 3 months and allows the Secretary to suspend them for an additional 3 months. Interest will not accrue, and Public Service Loan Forgiveness will count the deferred months as if payments had been made.
- Gives the U.S. Department of Education ability to [quickly waive some rules](#) that limit the use of federal education funding, freeing up states to spend that money on needs that have emerged. 28 states have had applications approved.



## *Title IV-A*

NAfME signed a letter with other Title IV-A Coalition members that:

- Opposes any waiver solely for Title IV-A in Fiscal Year 2020 and beyond. Such a procedure harms the integrity of the program and could squeeze funding away from well-rounded programs.
- Supports an increase in the education technology cap to help support distance learning for all well-rounded programs, including music.

# *COVID-3.5 and Future Relief Packages*

## *COVID-3.5*

- \$484 billion relief package that restores the PPP by adding an additional \$321 billion to the program. \$60 billion of this would be set aside for businesses that have struggled to get loans from banks, such as those in rural areas or that are owned by minorities.
- \$60 billion allocated for the Economic Injury Disaster Loan program.
- \$75 billion for hospitals and \$25 billion to expand testing for the virus nationwide.

## *What's Next?*

- Debate over whether there will be one or two relief packages left. Broad package like CARES 2.0 *and/or* Infrastructure.
- NAFME will advocate for:
  - \$200 billion in education funding for states.
  - Filling the Homework Gap
  - Expansion of PPP and Employee Retention Credit.



Credit: FillipoBacci

# Music Copyright and Instrument Cleaning Guidelines

NAfME Actions to Date

# Distributed Music Recordings Guidelines

In addition to sharing performances between teachers and students, per the “face-to-face exemption,” the following [guidelines](#) now apply:

- Performances must be shared in as private of a setting as possible, and must be viewable by individual link only.
- The performance can only be shared for educational assessment or state adjudication purposes.
- The recorded performance must use legally purchased music.
- Any arrangements made shall have proper permissions secured prior to recording.
- Once the recorded performance has been adjudicated it must be deleted from the sharing platform.
- This special permission will expire on June 15, 2020



# Distributed Music Recordings Guidelines

Publishers who have agreed to these terms:

- Alfred
- Barnhouse
- Concord Theatricals (not full shows)
- Hal Leonard
- Warner-Chappell Music
- Warner Entertainment



**Distributed Music Recordings**  
Guidelines and Listing [www.nfhs.org](http://www.nfhs.org)

# Instrument Cleaning Guidelines

[Guidelines](#) produced in collaboration with National Federation of State High School Associations (NFHS) and NAMM Foundation.

- Sterilization vs. Disinfection
- How long coronavirus can live on various surfaces (brass, cork, etc.)
- Hygiene for various types of mouthpieces
- Cleaning String Instruments
- Cleaning Plastic Recorders
- Choosing a Disinfectant





Credit:Wavebreakmedia

# The Homework Gap

COVID-19 is shining light on a longstanding inequity.

# The Homework Gap

Refers to the lack of home internet connectivity experienced by K-12 students.

- Approximately 8.5 to 12 million students are victims of the ‘homework gap.’
- The homework gap afflicts minority households disproportionately.
- Low-income families are much more likely to lack internet connectivity.
- Rural students face significant homework gap challenges.



# The Homework Gap

With the advent of widespread distance learning, addressing this longstanding inequity is more urgent than ever.

- NAFME is joining other national education organizations to support Representative Meng's **Emergency Educational Connections Act of 2020 (H.R. 6563)**.
- H.R. 6563 would provide \$2 Billion to the FCC through 'E-Rate,' an already-established program which helps equip schools and libraries with broadband internet service and WiFi equipment.
- Please consider **taking action to support this bill** on the NAFME [Grassroots Action Center](#)



Credit:Wavebreakmedia

# State Budget Shortfalls

And potential effects on music education

# State Budget Shortfalls

- \$500 billion combined estimated shortfall for state budgets – not including additional costs incurred by COVID
  - Factoring in federal fiscal stimulus aid still leaves state as much as \$360 billion in the hole.
- States have had to take drastic action to counter the pandemic, with many drawing from reserve funds. In **Washington** state, legislators authorized drawing \$200 million from their surplus fund for health-care spending and looming unemployment claims.
  - Legislators in **Georgia** have taken \$100 million from the state's surplus fund to finance the fight against the virus.
  - **Maryland** legislators have authorized Governor Larry Hogan to use \$50 million to do the same.

# State Budget Shortfalls

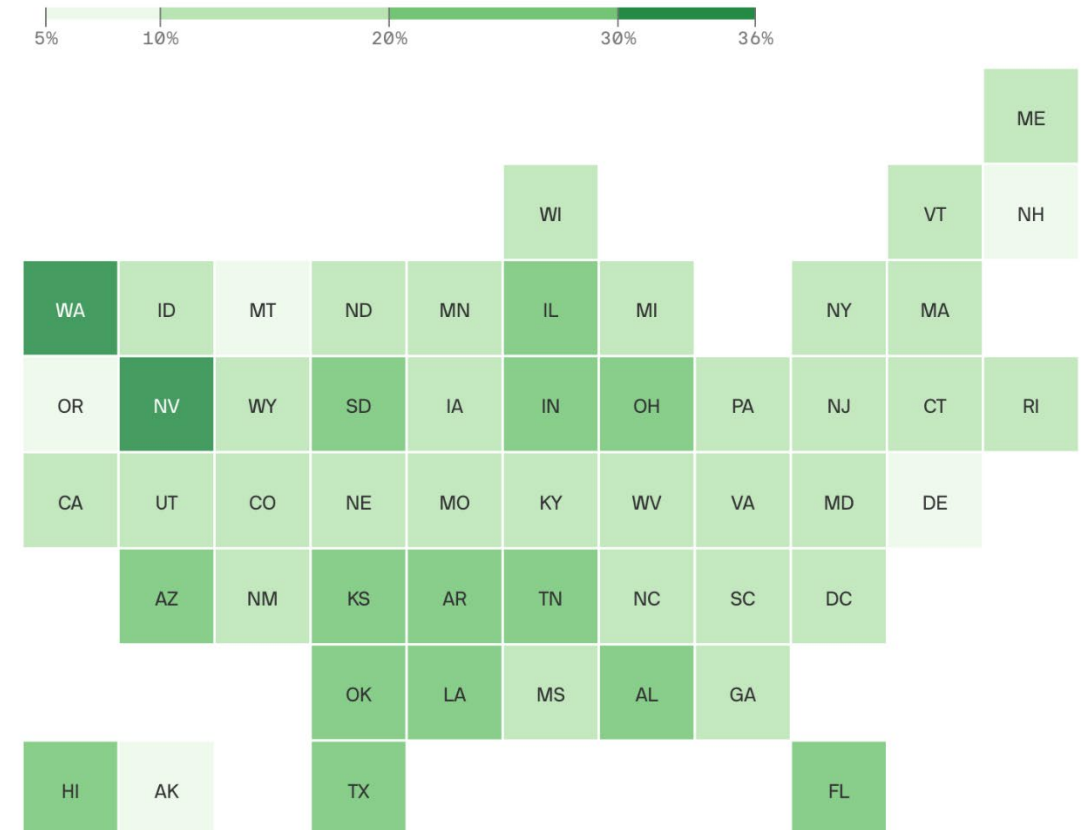
- States that are disproportionately dependent on sales tax will be the hardest hit.
  - **Arizona**, which is near the middle of the pack when it comes to sales tax as a percentage of total state revenue. It's been projecting a \$1 billion surplus by the end of its fiscal year in June, but now expects a \$1.1 billion deficit for the year ending June 2021.
  - The most critical cases may be **Florida** and **Louisiana**, which both are in the top 10 for sales tax dependency and have rainy day funds that represent less than 5% of annual expenditures.
- Cities will not be spared from budget cuts, many of which haven't yet debated or approved fiscal 2021 budgets. Bankruptcies are a very real possibility.
  - Staring down a projected \$7.4 billion gap in tax revenues as the coronavirus ravages **New York City**, Mayor Bill de Blasio proposed a budget with roughly \$827 million in cost saving measures to the education department through next fiscal year.



# State Budgets

This map shows the share of sales and tourism taxes as a share of total taxes collected by each states. This will give you a better sense of what states will be hit harder by the impending economic recession.

Sales and tourism tax as a share of total taxes collected, by state



# Implications for Music Education

- 92% of funding for education comes from state and local governments. Loss of funding at these levels is likely to lead to reductions in education spending.
- States and cities are already signaling what the funding crisis will mean for school districts.
- Education cuts doesn't necessarily mean music or arts programs are threatened; however, the size of funding cuts that are probable – 30-50% - don't bode well.

# State Budget Shortfalls: Feds to the Rescue?

- [U.S. House Speaker Pelosi](#) is signaling that the next stimulus bill, COVID IV – will include funds for states and cities
- [U.S. Senate President McConnell](#) is signaling that he does not believe the federal government should “bail out” the states, citing burgeoning federal deficits
- National Governors’ Association has asked for [\\$500 billion](#) to backfill projected state deficits
- More than a dozen education associations have asked for \$200 billion specifically for state education funding.

NAfME’s read: the federal government WILL provide some level of support for states. **The issue is in the timing.** We believe it’s imperative that Congress signals these funds are coming prior to states going into special sessions to redo their budgets. This needs to happen within the next 4-6 weeks.

# Convincing Congress to act NOW to support states

- Look for a campaign to support Congressional funding for the states by the first week in May in the NAfME [Grassroots Advocacy Center](#)
- We are coordinating with our education colleagues and coalitions on Capitol Hill for this campaign – including the [Committee for Education Funding](#) and the [Title IV-A Coalition](#).
- Be ready to write or tweet your members of Congress, urging them to act now to support a well-rounded education, including music and the arts.





# Advocacy Moving Forward

Where do we go from here?

# Advocacy Moving Forward

- Music is part of a '**well-rounded education**' defined by federal law. This **doesn't mandate** music in any school, but it helps provide additional legitimacy to the academic nature of music education.
- *"One of the best forms of preventative advocacy is a strong, vital, quality music education program."*
- Are you being included in distance learning?
- Actively communicate with your administrators and parents.

# Returning to school

- Will Social Distancing Measures remain in place?
  - Staggered days
  - Staggered start times
  - Limitations on number of students in one room together
- Impact on ensembles?
  - How are you thinking creatively? (Chamber music? Multiple rooms for music?)
  - How will you continue to provide an active, standards-based music program for your students?
- Do you have models to share? Please [let us know](#).

# Support for your return to school

## Music Education and Social Emotional Learning

### What is Social Emotional Learning?

**S**ocial Emotional Learning (SEL) describes the development of skills in three domains: self, others, and responsible decision-making.

#### "Self" includes:

- self-awareness skills such as the ability to identify and recognize emotions
- self-management skills such as perseverance and the ability to manage impulse control.

#### "Others" includes:

- relationship skills such as cooperation, empathy, and respectful communication
- social awareness skills such as the ability to recognize diverse thoughts and opinions.<sup>1</sup>

Combined, the above skills support responsible decision-making.

#### "Responsible Decision-Making" includes:

- Behavioral skills such as situation analysis, anticipating consequences, and generating alternative solutions.
- Cooperative skills such as balancing personal and group expectations.

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For more information, visit [nafme.org](http://nafme.org)



Supported by



### Music Education and Social Emotional Learning



### How are music educators well-suited to help students develop socially and emotionally?

- Music educators often work with the same students in class multiple years, positioning them well to positively impact students' individual growth.
- The most conducive environment for SEL is one that includes positive developmental relationships. Music education can provide contexts for those relationships through encouraging collaboration and creativity in a safe environment.
- Musical experiences can help us connect with deep emotions. Sometimes music even elicits measurable physiological responses such as "chills" or "goosebumps," providing students the opportunity to reflect on the influence emotions have on their physical and psychological states.
- Music programs involve school staff, families, and local communities, supporting alignment of the parties necessary to support social emotional development.



*Musicianhip encourages responsible decision making in several ways: Student musicians depend on each other to be on time for rehearsals, prepare for performances, and to act honorably as ambassadors of their community.*

### What does research tell us?

- **SELF-AWARENESS:** Compared to other students, those with high arts engagement, including music, exhibit higher levels of self-concept in how they value themselves, their abilities, and their achievements.<sup>2</sup> Specifically, active music education experiences seem to be correlated with measures of *self-efficacy*.<sup>2</sup>
- **SELF-MANAGEMENT:** Success in music depends on exercising *perseverance*, as evidenced by the ability to self-monitor one's progress and delay gratification in the pursuit of mastery. Regular and sustained practice leads to increased abilities in performance skills and self-evaluation. These become impetus for further practice.<sup>3</sup>
- **SOCIAL AWARENESS:** Cooperative music-making experiences which occur in group settings can positively impact participating students' proclivity for *empathetic* thinking and behavior.<sup>4</sup>
- **RELATIONSHIP SKILLS:** Music classes incorporate community-advancing activities which provide students with "opportunities to express themselves, interact in novel ways, and work collectively, practicing and developing interpersonal skills such as *collaboration, communication, and conflict resolution*."<sup>5</sup>

### How can public policy support music education and Social Emotional Learning?

#### Schools can...

- Hire full-time, certified music educators to teach music classes.
- Support participation in music through thoughtful crafting of class schedules.
- Support music educators' professional growth with professional development that is relevant to the courses they are teaching.

#### States can...

- Adopt robust state standards modeled after the National Core Arts Standards and the CASEL Framework for Social Emotional Learning and draw connections between the two.
- Include access to music education as an accountability measure on school evaluation metrics.
- Support music as an integral part of early childhood care and education.

#### Congress can...

- Fully fund Title IV, Part A 'Student Support and Academic Enrichment Grant' which supports a well-rounded education, effective use of technology, and safe and healthy schools.
- Fully fund Title I, Part A, Title II, Part A, and Title IV, Part F, which can also support access to music education for all students.
- Pass the Guarantee Access to Art and Music Education Act (GAAME), which clarifies specific eligibility for funds to support music education for students in need.



# Support for your return to school

The National Association for Music Education believes that *all students deserve access to and equity in the delivery of music education, one of the subjects deemed necessary in federal law for a well-rounded education, which is at the heart of NAFME's stated mission: to advance music education by promoting the understanding and making of music by all.*

- **Music and arts education support the social and emotional well-being of our students.**
- **Music and arts education support the creation of a welcoming environment in school, where students can express themselves and celebrate their community.**
- **Music and arts education are part of a well-rounded education for all students as understood and supported by federal and state policymakers.**

## A Unified Statement for Advocacy

### Music and Arts Education: Heart of our School Community

The National Association for Music Education believes that

*all students deserve access to and equity in the delivery of music education, one of the subjects deemed necessary in federal law for a well-rounded education, which is at the heart of NAFME's stated mission: to advance music education by promoting the understanding and making of music by all.*

When schools finally return to session, this commitment will remain the same: all students deserve equitable access to a well-rounded education, including music education delivered by professional, licensed music educators. In fact, in light of the tragic impact of COVID-19, as an association of 60,000 music educators and music education researchers, this statement on access and equity will be even more vital than ever before once schools finally re-open. Here's why:

**Music and arts education support the social and emotional well-being of our students.** In addition to expressing themselves through creative artistic endeavors, music students develop additional skills associated with social-emotional learning, including self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills. Following a period of extended social isolation, students will need to practice their social and relationship skills again in school. Music classes, particularly those organized around ensembles, lend themselves to this practice and community building.

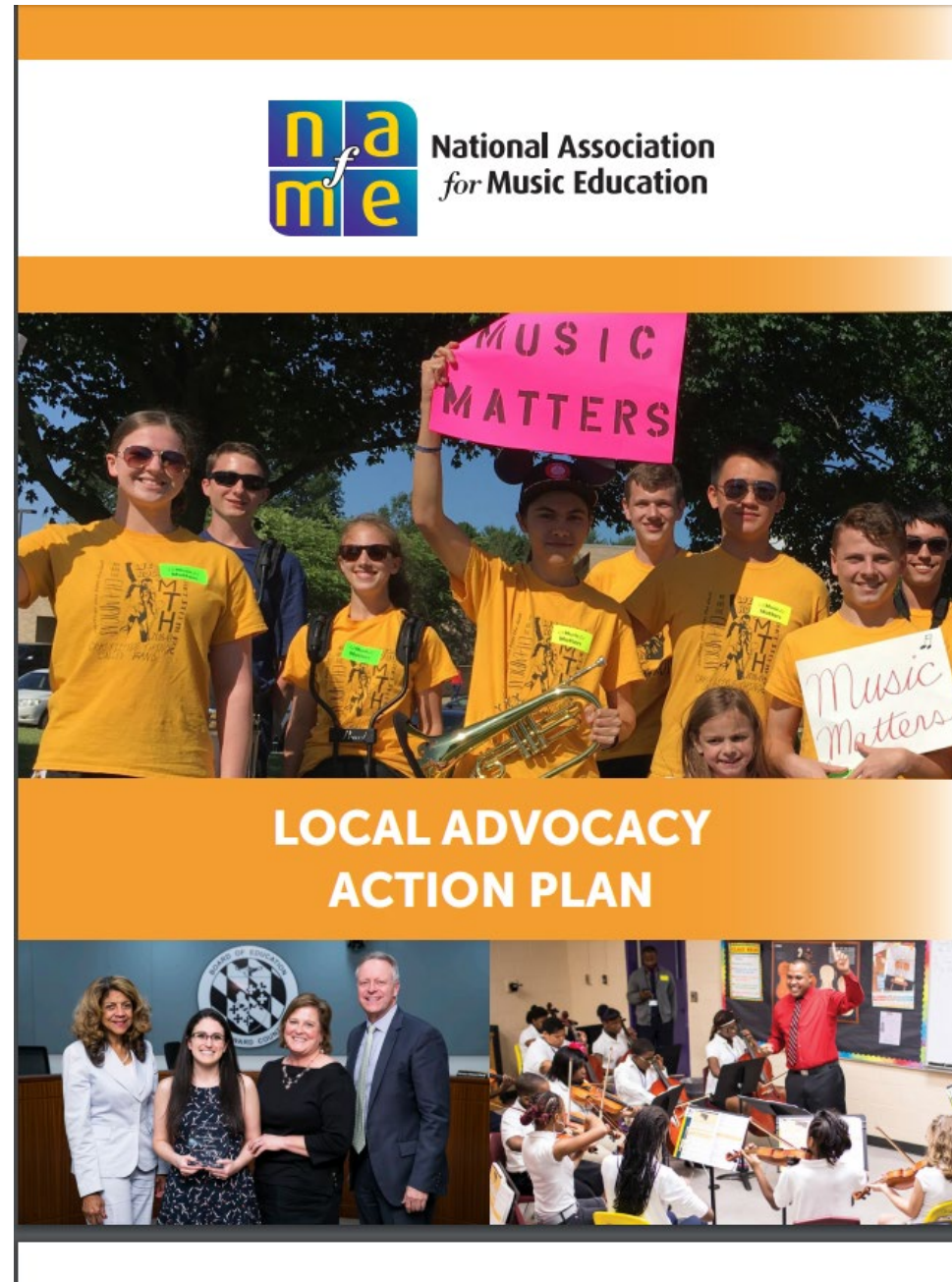
**Music and arts education support the creation of a welcoming environment in school, where students can express themselves and celebrate their community.** Celebrating our ability to come back together as educators and students, even if only in limited ways, through performance and art, is vital to creating a safe and healthy school community.

**Music and arts education are part of a well-rounded education for all students as understood and supported by federal and state policymakers.** As defined in the 2015 federal education law, the *Every Student Succeeds Act*, music and the arts are part of a well-rounded education. Every state in the nation recognizes the importance of music and the arts through the creation of state arts standards, including for our early PreK learners. More than 40 states recognize the importance of the arts through some form of a high school graduation requirement; and more than 43 states have instructional requirements in music and the arts for elementary and secondary schools.

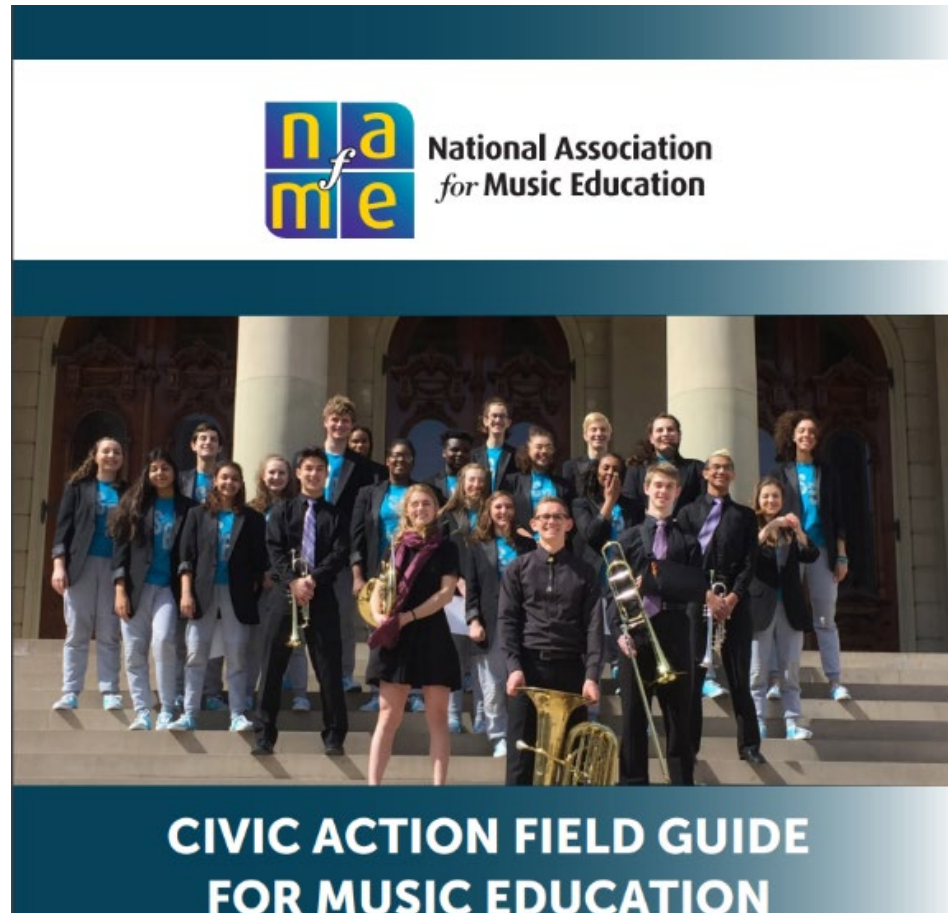


# Local Advocacy Action Plan

nafe.org → Grassroots Action Center →  
[Local Advocacy Action Plan](#)



# Other advocacy resources...



## How Funding Works – Title IV, Part A Toolkit and Frequently Asked Questions

### Title IV, Part A Student Support and Academic Enrichment Grant (SSAE)<sup>i</sup>

Designed by a bipartisan effort, one of the many new opportunities within the [Every Student Succeeds Act](#) (ESSA) is the Student Support and Academic Enrichment (SSAE) grant, housed under Title IV, Part A of the legislation. The purpose of Title IV, Part A, (SSAE) as defined in law, is:

“to improve students’ academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. **provide all students with access to a well-rounded education;**
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.”

ESSA states that each State Education Agency (SEA) that receives an allotment for the implementation of Title IV, Part A must ensure that the funds are used to support local educational agencies (LEAs) in providing “programs and activities that offer well-rounded educational experiences to *all* students, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects, which may include activities and programs in music and the arts.”<sup>ii</sup>

As the nation’s largest music education organization, the National Association for Music Education (NAfME) fully supports the purposes and intent of SSAE, Title IV, Part A. NAfME advocates that all students gain equitable access to music education and seeks to advance music education by promoting the understanding and making of music by all.

**Title IV-A Available Funding: \$1.1 billion for FY18 and \$1.17 billion for FY 19.**

# Actions you can take

- Use NAFME resources
  - [Local Advocacy Action Plan](#) – make a plan to advocate for your program
  - [Civic Action Field Guide](#) – get a refresher on education policy and elections
  - State MEAs – find your [advocacy chair](#)
  - Find support through Amplify, NAFME social media, and the NAFME website
- Send us your stories of distance learning - [advocacy@nafme.org](mailto:advocacy@nafme.org), [Facebook](#), [Twitter](#)
- Check the NAFME [Grassroots Action Center](#)
  - Send a letter to Congress urging action on the Homework Gap
  - Check back for opportunities to advocate for federal education aid to states.



*Thank you!*

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