



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.

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.

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 are 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: 21st 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>

<p>Development of the state plan</p> <p>Section 2101 – State funded activities</p>	<p>Music educators on state plan teams</p>	<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: 21st 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.