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NAfME Public Policy Staff

Lynn Tuttle
Director of Public Policy & Professional Development

Ronny Lau
Public Policy Advisor

Tooshar Swain
Public Policy Advisor
Affirming All Students

“NAfME is dedicated to the making and understanding of music by all. As such, we strongly advocate for the inclusion of all students in music classrooms. Our mission, our vision, and our values cannot be realized in a world defined by the acts of terror and aggression that white supremacists displayed in Charlottesville, Virginia, this past week. Hatred has no place in our nation’s communities or schools, and the idea that any group is inherently superior to another is incompatible with NAfME’s stated mission and our values. It is also incompatible with the engaged, responsive learning that is experienced in music education classrooms across our nation.”
In June, NAfME adopted a new statement addressing Equity and Access in Music Education and updated our statement on Inclusivity and Diversity.

In our Inclusivity and Diversity Position Statement, we stated:

“A well-rounded and comprehensive music education program should exist in every American school; should be built on a curricular framework that promotes awareness of, respect for, and responsiveness to the variety and diversity of cultures; and should be delivered by teachers whose culturally responsive pedagogy enable them to successfully design and implement such an inclusive curricular framework.”

We invite all music educators, advocates, students, parents, researchers, and other stakeholders in music education to provide their ideas this fall for our next round of position statements review.

Find out more: https://nafme.org/about/position-statements/
Current Budget Process
If Congress were to abide by the President’s recommendations, under this budget proposal: U.S. Department of Education would receive $59 billion for FY18, a $9 billion decrease from its FY17 level.

Program Breakdowns:
Title I, Part A – $15.9 billion ($1.0 billion increase)
It is important to note that the funding increase would strictly be dedicated towards portability, to promote the Administration’s focus on “school choice.”

School Choice – $1.4 billion
The proposal provides a $1.4 billion increase for school choice programs, with plans to ramp up to $20 billion over time. This funding is comprised of several funding increases, including:
• Title I – An additional $1.0 billion dedicated to portability
• Private School Choice Program – $250 million
• Charter Schools – $168 million

<table>
<thead>
<tr>
<th>Title IV, Part A</th>
<th>Title II, Part A</th>
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<tr>
<td>Arts in Education</td>
<td>ALL ELIMINATED - $0.00</td>
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</table>
The House’s Proposal

House appropriators released $156 billion for the departments of Labor, Health and Human Services, and Education.
• This is roughly $5 billion (3%) below the $161 billion allocation in fiscal 2017.

The proposal cuts education funding by $2.4 billion, substantially less than the President’s call of $9.2 billion.
• ED would be funded at $66 billion.

Next Steps?
The House Rules Committee lumped this bill into an FY 2018 omnibus appropriations bill comprising the 8 remaining bills passed out of the Appropriations Committee.

The legislation has been scheduled for consideration on the House floor for the week of September 4th, when the House returns from August recess.
**Well-Rounded Funding**

<table>
<thead>
<tr>
<th>Program</th>
<th>Authorized</th>
<th>FY17 Enacted</th>
<th>President’s FY18 Budget</th>
<th>House Approps</th>
</tr>
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<tbody>
<tr>
<td>Title I, Part A</td>
<td>$15.46 billion</td>
<td>$15.460 billion</td>
<td>$15.9 billion (Portability)</td>
<td>$15.460 billion (No Portability)</td>
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<tr>
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<td>$2.3 billion</td>
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<tr>
<td>Title IV, Part A</td>
<td>$1.65 billion</td>
<td>$400 million</td>
<td>$0</td>
<td>$500 million</td>
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NAfME Statement on House Proposal

While NAfME is appreciative of House Appropriators supporting increased funding for Title IV-A over the previous fiscal year allocation, this remains far below the grant’s authorization level of $1.6 billion.

• This is just HALF the original amount proposed by the House last year ($1.0 Billion) and remains too low to operate effectively as a formula block grant.

NAfME continues to urge Congress to fully fund SSAE at its authorized level, so the grant is implemented as intended by ESSA.

Additionally, with the proposal suggesting to cut Title II-A, NAfME also calls upon Congress to raise the overall funding caps.
The Senate

On the other side of Congress, the Senate is moving significantly slower in the budgetary process

The Senate has approved its 302(b) allocations, or the topline spending for each of the spending bills they are about to introduce.

The Senate’s Labor-HHS-Education 302(b)s have a:

- $3 billion increase from the FY 2017 level
- $8 billion increase from the House’s proposition

Next Steps?
Because of the increase in 302(b) allocation, there is a possibility for more education funding in the Senate’s proposal.

With the fiscal deadline approaching soon (Sept. 1), it is likely Congress will pass a short-term Continuing Resolution to keep negotiations and the government open.
# FY 2017 Appropriations

<table>
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<tr>
<th>Federal Education Programs</th>
<th>FY17 Omnibus Appropriations</th>
<th>FY16 Enacted</th>
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<tr>
<td>U.S. Dept. of Education</td>
<td>$68.2 Billion</td>
<td>$69.9 billion</td>
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<tr>
<td>Title I, Part A</td>
<td>$15.460 billion</td>
<td>$14.910 billion</td>
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<td>Title II, Part A</td>
<td>$2.056 billion</td>
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<tr>
<td>Title IV, Part A</td>
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<tr>
<td>Arts in Education</td>
<td>$27 million</td>
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For FY17, Congress only appropriated $400 million for SSAE (Title IV).

NAfME was deeply disappointed with this significantly low funding level, which is a nominal fraction of its authorized level of funding, $1.65 billion.

- Prevents schools from making meaningful investments in critical areas of need, such as providing a Well-Rounded Education;
- Endangers the program’s long-term success

In addition....

Originally, supplemental funding provided by SSAE was supposed to be provided in a formula-to-formula basis, where most school districts would receive some funding to support the three broad areas (block funding).

Because of the low level of funding, for just FY 2017, States now have the option to allocate their Title IV funds through a state-level competitive grant, opposed to formula.

- This undermines the flexibility that Congress had originally intended for states and districts.
What Does It Look Like in Your State?

- NAfME is asking US ED to track if states are handling Title IV as block grant or competitive funding.
- What is YOUR state doing?
- Find information in your draft state ESSA plan
  - On your state’s ESSA website
  - Contacting your state’s Title IV director (if you have one!)
  - Contacting your state’s Title I Director (www.titlei.org)
Here you will find different ways on how YOU can:

• Support Music Education in Federal Education Policy!
• Be Involved With the Legislative Process!
• Engage Your Members in Congress!

https://nafme.org/advocacy/grassroots-action-center/
Thunderclap!

What is Thunderclap?
Thunderclap is an grassroots advocacy tool used to amplify messages on social media at a set specific time.

- You can sign up your Facebook, Twitter, and Tumblr for Thunderclap Campaigns!

#MoreTitleIV
Join the Title IV-A Coalition’s Thunderclap campaign by Noon, August 31st!

Amplify our message of #MoreTitleIV to ensure students have access to music education.
Send a Letter to Congress

Fully Fund Title IV, Part A (SSAE) of ESSA to Support Music Education!

One of the many new opportunities within the “Every Student Succeeds Act” (ESSA) is a new flexible block grant titled Student Support and Academic Enrichment (SSAE) Grant, which was created under Title IV, Part A. Designed by a bipartisan effort, SSAE may be used to provide states and school districts supplemental funding to provide students access to a well-rounded education, which includes music and arts.

Despite being the third largest authorized program within ESSA, Congress funded the block grant in FY 2017 at $400 million, only a quarter of its $1.65 billion authorized level. Even more recently, President Trump’s proposal for FY 2018 recommends eliminating funding for SSAE.

Use our easy advocacy tool to send this pre-written letter to Congress about the need to adequately invest in the Title IV-A block grant!

Enter your zip code and click “Check Zip Code” to continue.

Your Message:

The SSAE grant program allows school districts to invest in well-rounded education programs, ensuring students have access to a broad and rich curriculum that includes music, which is essential to their academic and life-long success. This program can support the development of 21st century skills through music for our nation’s students, such as constructive student engagement, creative problem solving, and conflict resolution. Most importantly, these funds may bring in-school music to

I strongly urge you to support full funding for SSAE under Title IV-A of ESSA in fiscal year 2018 and give this program a chance to support schools and students the way it was intended in ESSA.

Your Closing

Sincerely,

* Your Name
Questions
Other Legislative Initiatives
American Arts Revival Act (AARA)

• NAfME and 32 members of the Roundtable have endorsed Rep. Nydia Velazquez’s (D-NY-7) American Arts Revival Act.

• If passed, this bill would amend the Higher Education Act (HEA) to qualify music and arts educators up to $10,000 of student loan forgiveness.

• Music and arts educators would be eligible for this program if they are:
  1. Employed full-time as a certified or licensed educator by a school district for 5 years or more
  2. If they have received a baccalaureate or advanced degree in a field relevant to such employment.
Perkins Reauthorization

- NAfME’s Perkins/CTE legislative requests asks Congress to:
  1. Reauthorize the Carl D. Perkins Career and Technical Education Act;
  2. Include Well-Rounded Education language in the reauthorization to pioneer, expand, and encourage the use of technology in music education.

- House Perkins reauthorization has passed without “well-rounded” definition. NAfME working with Senate staff to include definition in its version of Perkins reauthorization.
"[52] WELL-ROUNDED EDUCATION.—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, MUSIC, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience."

EVERYTHING ESSA
LEARN WHAT THE NEW FEDERAL EDUCATION LAW MEANS FOR MUSIC TEACHERS AND STUDENTS

#MusicStandsAlone

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ESSA State Plans - First Submissions

• At the first official deadline in April, 13 states submitted their plans for how they will use their ESSA funding within their state boundaries.

• Six states are including access and participation rates in music and arts education as part of the state’s planned accountability system under ESSA: Connecticut, Illinois, Louisiana, Massachusetts, Michigan, and the District of Columbia.

• Additional states include music/arts participation information in state report card systems: New Jersey and Nevada.
ESSA State Plans- First Submissions

What we know:
1. Advocacy works
2. Majority of states = including music/arts education within the accountability system or school report cards.

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South Dakota brought their implementation plan to public comment in the month of June and the South Dakota MEA submitted an official ask requesting that they include music education in the state report card.

SDMEA shared the state's public comment link on our Facebook page and emailed it to our membership asking them to please consider speaking up.

In an article in the Sioux Falls newspaper, an article last week stated that 85% of the public comments that were made were in regard to including music education.
The Indiana Department of Education sent their FINAL state ESSA plan to the Governor’s office and it includes strong language supporting music and the arts:

- Recognition of music, arts, and physical education not as luxuries in a child’s education, but rather as important features of whole-child development.

This language was included in both the consultation and support for students sections of Indiana’s state plan.

Additionally, based on stakeholder feedback, the IDOE will permit the use of federal funding, to support these areas.
ESSA State Plans- California Update - OPTION ON TITLE IV, PART A

State Board of Education is presenting two options for Title IV, Part A:

1) **To promote student access to a well-rounded education**, California plans to use a portion of its Title IV, Part A, Subpart 1 state-level activity funds to build the capacity of California educators to successfully implement state academic content standards while emphasizing the importance of meeting the specific, and often multiple, learning needs of diverse students, including, but not limited to, English learners, students with disabilities, foster youth, and low-income students. Specific activities and strategies are described in more detail in the Title II, Part A section of this plan.

2) **California will transfer its Title IV, Part A, Subpart 1 state-level activities funds to one of the following programs: Title I, Part A; Title II, Part A; or Title III, Part A.**
On August 15, the Department of Education approved Louisiana’s ESSA Plan. This plan serves as an excellent model for music education advocates on how music and arts can be key part of a state’s ESSA plan. Here are some of the highlights from the Louisiana plan to bring forward as examples to share with your state leaders:

- Included music/arts in the 5\textsuperscript{th} accountability indicator, meaning that access and participation to music and arts by students will be part of Louisiana’s accountability system moving forward.
- Recognizes that professional development Title II funds can support all areas of a well-rounded education.
- Speaks directly to the work it is doing with music/arts stakeholders on identifying gaps in programs and offerings for students.
- Encourages districts to support a well-rounded education with Title I and IV funds.
• Join us as NAfME returns to Dallas to host the 5th annual National In-Service Music Education Conference filled with practical teaching methods, creative techniques, exciting events, and the ability to earn up to 17 hours of professional development credit!

• NAfME’s first Music Program Leaders Summit will provide relevant professional development for those music leaders working in the K-12 school setting, and to establish and grow networks of collegial support for those in the profession.
Questions
Thank You!