Supporting Music Education Locally with Title IV-A
Table of Contents

1. Introductions

2. BIG WIN FOR TITLE IV-A and How Federal Funds Affect You
   • FY 2018 – Funding Increase

3. Title IV-A at the Local Level
   • What is a ‘needs assessment’?
   • OTLs and your district’s needs assessment

4. Needs Assessment Examples

5. Share Your Story & Q&A
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Title IV Part A – BIG WIN because of YOU!
And...how Federal Funds Affect You Locally
A Big Win for Music Education

Congress finally passed a FY 2018 spending bill, which provides $1.1 BILLION for Title IV-A.

This is because of music advocates like YOU!

Our messages resonated through:
- Hundreds of letters sent to Congress advocating for the full funding of Title IV-A
- 1.6 million people reached through social media, raising awareness about Title IV-A.

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 2018 Enacted</th>
<th>President’s FY18 Budget</th>
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</table>
The Federal Budget Process

Before federal funding reaches your state and school district, all decisions are made first at the national level...

<table>
<thead>
<tr>
<th>Executive Office</th>
<th>Congress</th>
<th>Congress</th>
<th>Becomes Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Request</td>
<td>Budget Resolution</td>
<td>Appropriations</td>
<td></td>
</tr>
<tr>
<td>Federal agencies submit request to the President.</td>
<td>Congress creates and passes their own budget resolution.</td>
<td>House and Senate appropriations subcommittees receive their top-line spending limits to draft their respective bills.</td>
<td>Appropriations bills signed into law by President, setting spending for the fiscal year.</td>
</tr>
<tr>
<td>The President compiles and submits a budget request to Congress.</td>
<td>Budget resolution is non-binding and not law.</td>
<td>Subcommittees draft appropriations bills.</td>
<td>Ideally, the process should be completed by October 1 (when fiscal year starts).</td>
</tr>
<tr>
<td><strong>Sets spending caps for appropriators</strong></td>
<td></td>
<td>Appropriations bills passed by both the House &amp; Senate.</td>
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</tbody>
</table>
Congress started the budget process “backwards” by drafting appropriations bills for FY 2018 without agreeing on a budget resolution.

After much delay, Congressional leaders reached a bipartisan budget agreement in February.

What the agreement does:
- Eliminates sequestration cuts and raises both defense and NDD spending caps for two years.
- The deal allows for a total of $131 billion in additional NDD spending for fiscal years 2018 and 2019.

NDD = “Non-Defense Discretionary” - Many key-education programs that affect the music education community fall under as a discretionary program.
FY 2018 Spending Bill

Why is $1.1 Billion so significant?

• This figure represents a **250% increase** from last year’s inadequate funding level of $400 million.
• This funding level will provide numerous school districts with the true flexibility they deserve to invest in a well-rounded curriculum, that includes providing access to a sequential and standards-based music education.
• Under this funding level, Title IV-A can finally operate as a **formula grant program for all states**, as intended by law, and eliminates the need for certain states to distribute at a competitive basis.

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## Funding Breakdown

### Estimated Funding Distribution by School Districts

<table>
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<tr>
<th>Type of School District</th>
<th>FY 2017</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Urban School District</td>
<td>$592,000</td>
<td>$2,158,000</td>
</tr>
<tr>
<td>Midsize Suburban School District</td>
<td>$34,400</td>
<td>$94,000</td>
</tr>
<tr>
<td>Distant Rural School District</td>
<td>$10,000</td>
<td>$19,000</td>
</tr>
</tbody>
</table>

**Although the increase is minor for more rural school districts, they often lack the capacity (no arts administrator or grant writer) to apply for competitive grants.**

Sufficiently funding Title IV-A eliminates any need for competitive targeting where many rural districts may receive Title IV-A funds, and increases local control over educational investments, such as supporting music and arts.
How do federal funds get to my school?

• Federal allocations based on funding formulas in the law

• Allocations go to the states

• State education agencies (SEAs) allocate funds to districts
  • SEAs = Your state’s department of education
  • Based on the law’s funding formula
  • Based on state law

• Districts apply for the funds
  • Allocate across schools (or not!) based on program law, rules and guidance
  • Can be via a state level competition – e.g. some states in FY 2017 w/ Title IV, Part A

• Funds are distributed via the state education agency
Title IV Part A at the Local Level
What is Title IV – A?

• **The “Every Student Succeeds Act”** (ESSA) includes a new block grant titled **Student Support and Academic Enrichment Grants (SSAEG)**, created under *Title IV, Part A*.

• Designed by a bipartisan effort, this grant will be used to help states and school districts better serve disadvantaged students, including providing access to well-rounded education subjects, which includes **music and arts**.
What is Title IV-A?

What it funds:
1. Educational Technology;
2. Safe and Healthy Students;
3. and **Well-Rounded Education**.
   • *First two must spend dollars on evidence-based programs; well-rounded education language is about access for all children; evidence-basis not required*

How funds are distributed: Annually by each state to **each** district through funding formula, based on funding allocations to districts from Title I, Part A, Subpart 2. Funds spent at the **district level**, not school site level.
Sec 4106. – Local Educational Agency Applications

(a) ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall—

1. submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and complete a needs assessment in accordance with subsection (d)

NEEDS ASSESSMENT - Used to “examine needs for improvement of access to, and opportunities for, a well-rounded education for all students;”
Needs Assessment
Over/Under $30K

School districts that receive an allocation **ABOVE** $30,000:
1. **MUST** conduct a needs assessment
2. Expend 20% on well-rounded;
3. Expend 20% on safe & healthy activities
4. The remaining 60% of the money can be spent on all three priorities, including technology.
5. *There is a 15% cap on devices, equipment, software and digital content.*

School districts that receive an allocation **UNDER** $30,000:
1. **Not** required to conduct a needs assessment
2. No set-aside percentages for well-rounded and safe & healthy activities.
3. Districts must spend money on activities in at least one of the three categories.
4. 15% technology cap continues to apply.
Needs Assessment

Assess LEA and School Needs for Well-Rounded Education including Music Education

Plan to address any areas needing support including Music Education

Apply for Title IV funds to provide support including Music Education

Implement changes utilizing Title IV funds

Evaluate if the needs were met and/or changes are needed
Title IV, Eligible Use of Funds

- The **Opportunity-to-Learn (OTL) standards**

- Each category provides OTL standards or indicators describing “**basic**” or “**quality**” music education programs.

- **Title IV, OTLs & You Webinar Archive!**
  - [https://nafme.org/advocacy/public-policy/](https://nafme.org/advocacy/public-policy/)
    (Under, NAfME Advocacy Webinar Series)
<table>
<thead>
<tr>
<th>Basic</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spaces used for music instruction are adequate in size to accommodate the largest group taught, and have:</td>
<td>1. Separate spaces are provided for music instruction and music performance. Performance venues are adequate to accommodate the largest group taught and have appropriate properties of acoustics, lighting, secure storage, and sound.</td>
</tr>
<tr>
<td>1. Appropriate acoustical properties. Each room is acoustically isolated from by an acoustical barrier or wall with a Sound Transmission Classification (STC) of 50 or more.</td>
<td>2. At least one performance venue is available that provides seating for the entire school population.</td>
</tr>
<tr>
<td>2. Appropriate lighting and ventilation: Lighting and ventilation systems do not exceed Noise Criterion levels of 20 for auditoria or other rooms designated for performances, and 30 for classrooms, rehearsal rooms, and practice rooms or studios.</td>
<td>3. Individual areas, with access to recording equipment, are provided for the purpose of student assessment.</td>
</tr>
<tr>
<td>4. Students have access to high-quality performance venues at least once a year to enable them to present academic accomplishments to the public.</td>
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Suggested Needs Assessment Steps with OTL Checklist

1. Determine who should participate in your music education needs assessment

2. Determine which sections of the OTL standards apply to your programs
   1. Sections broken out by grade levels (general music) as well as content area (2014 Music Standards)

3. Start local first. Have all music educators from your district fill out the checklist for the music education offerings at their schools.

4. Compile the local findings and compare – are there discrepancies of OTL supports across your district?

5. Build summary of the local program-specific OTL findings, and work as a committee to determine the district-wide OTL supports

6. As a committee, determine priorities of stated needs
<table>
<thead>
<tr>
<th>Category &amp; Scheduling</th>
<th>Limitation</th>
<th>Immediate impact on outcomes</th>
<th>Long-term resource solution (request)</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Scheduling</td>
<td>Unequal instructional minutes distribution in the elementary music classes across schools.</td>
<td>Inequity of opportunity for students</td>
<td>Work with the board on scheduling changes</td>
<td>Might need 1 additional teacher – but still TBD</td>
</tr>
<tr>
<td>Staffing</td>
<td></td>
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</tr>
<tr>
<td>Materials &amp; Equipment</td>
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</tr>
<tr>
<td>Facilities</td>
<td>Lack of acoustical buffers in 2 of 4 high school instrumental programs</td>
<td>Quality of sound – for both participants and remainder of the school</td>
<td>Request funds for the needed acoustic tiles</td>
<td>Title IV-A</td>
</tr>
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Examples of Local Needs Assessments
Davidson County Schools (NC) completed a comprehensive needs assessment survey in November 2017, as a part of our application for ESSA Title IV, Part A funds.

The needs assessment survey included input from a stakeholder group representing students, parents, principals, instructional program specialists, a faith based organization, community based organizations, and representation of local government.

The stakeholder group discussed the three main parts of Title IV including a well-rounded education, safe and healthy students, and supporting the effective use of technology.

Questions for the stakeholder group were organized into three sections representing each major section of the subpart in Title IV. Before beginning the needs assessment, the stakeholder group was given the opportunity to delete or expand questions based upon their understanding of the purpose of the grant.
Stakeholder group consisted of:
• Director of Fine Arts
  • (Surveyed music educators via email for similar requests)
• Three Assistant Superintendents
• Three other Curriculum Directors

Well-Rounded Needs Assessment Result & LEA Application Requests:
• Musical Instruments & Equipment
• Professional Development, specifically salary rates during teacher training

All requests adhering to New York’s Learning Standards in the Arts (adapted from 2014 National Standards)
All Federal Funding Requests: A Reality Check

• Limited amount of funds
• Supplemental funding – can’t replace funds already available
• Large list of requests – not just music education requests

• Be Polite, Be Accurate in your Needs Assessment, Be Collaborative
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/
Tell Us Your Story!

Did you receive Title IV-A dollars to support your music education program? Tell us your success story!

- How much funding did you receive?
- What was the funding used for?
- How has it benefited your students?
- How has it benefited you as an educator in providing a well-rounded education?
- By the OTL standards, are you closer to providing a “quality” music program?


**Case Sensitive**
Questions
As always, music educators can complete a short quiz after the webinar to receive recognition for professional development valued at one contact hour.

bit.ly/2HIjU0x

**Case Sensitive**