OTLs, Title IV, & You!

National Association for Music Education
Table of Contents

1. Introductions
2. What is Title IV?
3. Title IV – Appropriations
4. The Opportunity to Learn (OTL) Standards
   1. Categories Within the OTLs
   2. Templated Version of the OTLs
5. Using OTLs to drive your Title IV Needs Assessment
6. Title IV Timeline
7. Title IV Call to Action
8. Questions?
9. Closing – Next Webinar
Introductions

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Policy Advisor
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.
Title IV, Part A – “Student Support and Academic Enrichment Grants”

SEC. 4101. PURPOSE.

“The purpose of this subpart 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.
Title IV – Appropriations

Title IV, Part A is authorized at a $1.65 billion level, the 3rd largest funding level in ESSA:

- President Obama’s Budget Proposal - $500 Million
- The Senate - $300 Million
- The House - $1 Billion

Call to Action! – bit.ly/NAfMEgrassroots
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)
Title IV “Needs Assessments”

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

Plan to address any areas needing support including Music Education

Implement changes utilizing Title IV funds

Evaluate if the needs were met and/or changes are needed

Apply for Title IV funds to provide support including Music Education
What is a Needs Assessment?

NEEDS ASSESSMENT. —

1. IN GENERAL.—a local educational agency or consortium of such agencies shall conduct a comprehensive needs assessment of the local educational agency or agencies proposed to be served under this subpart in order to examine needs for improvement of—

   A. access to, and opportunities for, a well-rounded education for all students;

   B. school conditions for student learning in order to create a healthy and safe school environment; and

   C. access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

These “needs assessments” determine where access may be lacking for their students, such as music education.

School districts then create a plan to address those deficiencies based on the results of their needs assessments, which become part of the district’s Title IV funding application.
The 2015 **Opportunity-to-Learn (OTL) standards** identify the resources that need to be in place so that teachers, schools, and school districts can give students a meaningful chance to achieve at the levels outlined in the **2014 Music Standards**.

- The OTL Standards are categorized at the levels of music education that are spelled out in the **2014 Music Standards**.
The OTL standards provide guidance for several key areas that are inherent to providing a proper music education to American students.

<table>
<thead>
<tr>
<th>Areas Addressed</th>
<th>Each category provides OTL standards or indicators describing “basic” or “quality” music education programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Scheduling</td>
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<tr>
<td>Staffing</td>
<td></td>
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<tr>
<td>Materials &amp; Equipment</td>
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<tr>
<td>Facilities</td>
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## Facilities (All-Grades & All-Content Areas)

<table>
<thead>
<tr>
<th>Basic</th>
<th>Quality</th>
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<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></td>
<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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</tbody>
</table>
The OTLs also offer specific guidance to **all grades** and **all content areas**:

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Content Area</th>
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</thead>
<tbody>
<tr>
<td>PreK – 2 General Music</td>
<td>Ensembles</td>
</tr>
<tr>
<td>Grade 3 – 5 General Music</td>
<td>HS Composition &amp; Theory</td>
</tr>
<tr>
<td>Grade 6 – 12 General Music</td>
<td>Guitar, Keyboard, Harmonizing Instruments</td>
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<td>HS Music Technology</td>
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</tbody>
</table>
## Scheduling for Grade 6 – 12 General Music Music

### Basic

1. At least ninety minutes of instruction are given to each student in General Music during each week.

2. Classes in General Music are no larger than classes in other subjects of the curriculum.

3. For students with special needs who are included:
   - Their placement is determined on the same basis as placement for students without special needs.
   - Music educators are involved in placement decisions and are fully informed about the needs for each student.

4. The course of instruction in all secondary schools should include a continuation of a sequential music curriculum.

### Quality

1. Classes in General Music are scheduled so as to allow students to participate in at least one additional strand of music instruction.

2. Instruction in General Music is provided to students in durations commensurate with other core academic subject areas.

3. All students are required to participate in general music classes through grade 8 in addition to having the option of electing ensemble participation.
1. Checklist of OTL standards

2. Use sections relevant to your district’s music programs
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 teachers 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</th>
<th>Identified Needs</th>
<th>Immediate impact on students</th>
<th>Long-term resource solution (request)</th>
<th>Funding Source or other solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Scheduling</td>
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<tr>
<td>Facilities</td>
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<td></td>
</tr>
</tbody>
</table>
1. **Determine who should participate** in your music education needs assessment
   1. All Music Teachers? Music Supervisor? Curriculum Coordinator?
      Superintendent? Principals?
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 teachers 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</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>
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<td>Staffing</td>
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<td></td>
</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>
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</table>
Title IV-A Funding Request: 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
December 2015 – present: U.S. Department of Education begins the regulatory process to implement ESSA; NAfME engages with DOE on priority areas for music education via both regulation and non-regulatory guidance.

2016-2017 School Year: States and districts begin needs assessments required under ESSA. States create and submit their ESSA plans for federal approval.

2017-2018 School Year: States approve district plans for ESSA and begin funding Titles I, II and IV-A including Section 4701 – A Well-Rounded Education.

December 10, 2015: President Obama signs ESSA into law.

Spring-Fall, 2016: States begin process of gathering feedback on ESSA from stakeholders. Many states hold meetings to hear from the public.

Summer, 2017: Districts finalize needs assessments and write plan for Title IV-A, including funding requests.

Underfunding SSAEG prevents districts and schools from receiving sufficient SSAEG funds to meaningfully invest in critical areas, like school music programs.

School districts would be forced to make difficult and unconscionable trade-offs between programs and would fail to create a fully “Well-Rounded” course of study.

Visit our Grassroots Action Center and use our tool to write a letter to your members in Congress about the importance music education and fully funding SSAEG!
Post Webinar

• Emailed OTL Checklists – sent to all participants
• Link for 1 hour professional development recognition – following a brief quiz – sent to all participants
• Archive of the Webinar to be available on the Everything ESSA web-page, including FAQs

www.bit.ly/NCLBends
Upcoming Advocacy Webinars

October 18 – ESSA State Implementation

February 8 – U.S. Federal Appropriations Update, State of the Union Analysis

May 3 – To be determined
2016 NATIONAL IN-SERVICE CONFERENCE NOVEMBER 10-13 GRAPEVINE, TX

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