How do you access Title IV-A funds to support music and arts programs?
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 and Funding Areas

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.
Title IV, Eligible Use of Funds

The Opportunity-to-Learn (OTL) standards
https://nafme.org/my-classroom/standards/opportunity-to-learn-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/
(Under, NAfME Advocacy Webinar Series)

Areas Addressed

<table>
<thead>
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<th>Curriculum &amp; Scheduling</th>
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<td>Staffing</td>
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<tr>
<td>Materials &amp; Equipment</td>
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<tr>
<td>Facilities</td>
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</tbody>
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Suggested Needs Assessment Steps with OTL Checklist

1. **Determine who should participate** in your music education needs assessment
   1. All Music Teachers? Music Supervisor? Curriculum Coordinator?
   2. Superintendent? Principals? School Board Members?

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</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>Lack of dedicated professional development for music educators</td>
<td>Students are not able to meet the new standards recently adopted by the state in music</td>
<td></td>
<td>Title IV, Part A – support for PD for all music educators</td>
</tr>
<tr>
<td>Staffing</td>
<td>Unequal instructional minutes distribution in the elementary music classes across schools.</td>
<td>Equity of opportunity for students across all schools within the district</td>
<td>Work with the board on scheduling changes</td>
<td>Might need 1 additional teacher – could be Title IV, Part A if addressing equity issue</td>
</tr>
<tr>
<td>Materials &amp; Equipment</td>
<td></td>
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<td></td>
<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>Facilities fund (local property taxes) or Title IV-A</td>
</tr>
</tbody>
</table>
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
  - 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
    - See FAQs in the Toolkit for more detailed information
    - This includes the needs assessment work + prioritization of needs

- Funds are distributed via the state education agency once the application is approved
## ESSA - Well-Rounded Funding

<table>
<thead>
<tr>
<th>Program</th>
<th>FY19 Enacted</th>
<th>FY20 House Appropriations Committee</th>
<th>FY20 Senate Appropriations Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV, Part A</td>
<td>$1.6 billion</td>
<td>$1.32 billion</td>
<td>$1.22 billion</td>
</tr>
<tr>
<td>Title I, Part A</td>
<td>$16.18 billion</td>
<td>$17.56 billion</td>
<td>$15.86 billion</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>$2.29 billion</td>
<td>$2.56 billion</td>
<td>$2.1 billion</td>
</tr>
<tr>
<td>Arts in Education</td>
<td>$35 million</td>
<td>$35 million</td>
<td>$29 million</td>
</tr>
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</table>
Carry forward dollars – another avenue?

• Districts will have carry forward or “left over” Title IV-A funds.

• Often, districts need new ideas – or ideas farther down the list to spend their carry forward dollars
  • And these dollars are time limited... so decisions are sometimes made quickly

• Can you get on the “list” as an area that needs support?
  • What might that look like?
How to engage with a Title IV-A Funding Request?
Be invited to the table

• Who in your district is responsible for the Title IV-A application?
  • Who are they including in the needs assessment?
  • Which community members are part of their outreach?
    • Suggest music advocates to be part of the process!
    • Teachers need to be included, too.

• What is the timeline for the application?
  • If you missed it this year, can you help out next?
Prioritize your needs

• Focus on needs that address issues of equity and access as that is at the heart of Congress’ intent for these funds – helping more students gain access to music and the arts

• Think about ways to fund other needs that might come the top of your music program needs assessment
  • The OTL’s aren’t just about Title IV-A funds...
Be a gracious advocate

- Music and the arts are only a part of a well-rounded education
- And a well-rounded education is only one part of what is fundable under Title IV-A

- Ask for support; understand when other asks are prioritized above your own
  - Say thank you. And ask if you can request funding the coming year.

- Understand the supplemental nature of these funds
  - And the emphasis on equitable access.
Share your story so others can learn!

• 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?

bit.ly/NAfMEgrassroots

**Case Sensitive**
Title IV-A Toolkit and FAQ

- Updated to include funded programs
  - Accessible via what has been funded
  - Coming soon: state by state listing of funded projects!
- Will continue to update over the year with new resources for you

Thank you!

Advocacy@nafme.org