



## Summer 2016 Backgrounder – Fully Funding Title II

### Background:

After years of failed negotiations, in December 2015, Congress finally passed a new version of the Elementary and Secondary Education Act (ESEA), now titled the Every Student Succeeds Act (ESSA). The passage of ESSA is an historic victory for music education advocates, because it includes for the first time a *specific* and *separate* mention of “*music*” as a part of a “**Well-Rounded Education**” (Title VIII, Sec. 8002 of ESSA).

ESSA provides a clear message that students should have access to a “Well-Rounded Education,” a broad and rich curriculum that includes music education. Support for well-rounded education is seen throughout the law, including in the section supporting professional development of educators, including music educators, Title II.

### Legislative Request:

- **Support Professional Development for Music Educators by Fully Funding, Title II, Part A:** These funds may be used to support professional development for music educators, as part of supporting a “Well-rounded Education.”

#### Supporting Effective Instruction, Title II, Part A (formerly, Teacher Quality Program)

#### Funding History (in millions)

FY 2015	FY 2016	FY 2017 President’s Request	FY 2017 NAFME - Roundtable Request
\$2,349.83	\$2,349.83	\$2,250.00	<b>\$2,290.00</b> (Authorized Level)

Our music educators deliver an important role in enabling student success. Appropriate funding levels for Title II-A (along with fully funding Titles I-A and IV-A), will provide unique federal support for professional development for our educators and bolster the skills development they need to provide a high-quality music education for our nation’s students, part of Congress’ vision of a “Well-Rounded Education.”

### Key Points:

- Under ESSA, Title II has a broader scope and focus than under *No Child Left Behind*. A key focus of Title II, however, remains on teacher effectiveness. Music educators, like all educators, benefit from high-quality professional development focused on the needs of the students in their classroom. Title II funds can support professional development for music educators as music is part of the “well-rounded education” envisioned in the new law.
- Music educators should be part of the needs assessment undertaken at the local school district as well as the state-level needs assessment identifying the professional development needs of the profession. Including music educators in the process will encourage districts and states to think more broadly about what professional development will benefit all of their teachers – not just the educators involved in the tested subject areas.
- Music educators are also interested in working with the state and local school district leadership to revise teacher evaluation systems to better reflect the needs of all educators involved in delivering a well-rounded education. Many teacher evaluation systems across the nation are currently built to meet the requirements of ESEA-waivers set up by Secretary Duncan in 2013. With ESSA, Congress has given flexibility back to the states to determine what these systems can and should look like.