



Winter 2015 ESEA Reauthorization Legislative Requests

Who We Are:

The Music Education Policy Roundtable is the coalition through which organizations dedicated to ensuring the presence and perseverance of school music programs operated by certified music educators teaching sequential, standards-based music education to students across the nation, collectively advocate for that goal.

Overview of 2015 Requests:

In response to recent congressional developments regarding the Elementary and Secondary Education Act (ESEA), the Music Education Policy Roundtable has developed several specific legislative requests of Congress for which we respectfully ask consideration, as draft bills begin to take shape in the U.S. Senate and House of Representatives.

Roundtable Federal Legislative Recommendations:

- I. **STRENGTHENED STATUS:** In order to strengthen the importance of music education in the law, for purposes of both garnering state-level funding and other forms of support, we ask that Congress maintain the core academic subject section in any reauthorization of the Elementary and Secondary Education Act.
 - **Specific to ESEA Reauthorization:** We ask that Congress maintain the definition of “core academic subjects,” as is proposed in Section 2102 of S.1101, in any final version of the legislation.
- II. **INCREASED ACCESSIBILITY:** In order to ensure that even the most disadvantaged of students have access to high quality music education programs, no matter their personal circumstance or background, we ask that Congress strengthen language throughout any reauthorization of the Elementary and Secondary Education Act, so as to increase clarity as to the availability of such resources, for use in this regard.

- **Specific to ESEA Reauthorization:** We ask that Congress add language, as is proposed throughout S.1101, so as to help provide greater access to high quality instruction in music education for underserved populations of students, in any final version of the legislation.

III. EQUITABLE TEACHER EVALUATION: In order to ensure that music educators are always evaluated by qualified individuals utilizing reliable measures germane to their discipline of study, and to make certain that ultimate accountability for all such measures is directly attributable to music teachers themselves, we ask that Congress offer language in any reauthorization of the Elementary and Secondary Education Act, recommending the institutionalizing of this practice.

- **Specific to 2015 ESEA Reauthorization:** We ask that Congress include the proposed report language, in any final version of the legislation.

IV. BALANCED ACCOUNTABILITY: In order to ensure that, in making school district accountability determinations, “well-rounded” factors, such as achievement in music, are considered, in addition to state assessment results in reading/language arts and mathematics, we ask that Congress recognize the reliability of such multiple measures of performance, in developing corresponding State plans, in any reauthorization of the Elementary and Secondary Education Act.

- **Specific to 2015 ESEA Reauthorization:** We ask that Congress encourage States applying for Title I grants under Section 1111 of S.1101 to provide assurance that their proposed plans include the adoption of challenging content standards and assessment protocols, not only for reading/language arts and mathematics, but also for music, and other “well-rounded” subjects, as well, in any final version of the legislation.

V. ENHANCED TEACHER PREPARATION: In order to ensure that all federal granting opportunities for purposes of preparing, training, and recruiting high quality teachers and principals include a measure of consideration as to the importance of high quality music and arts education delivery abilities, we ask that Congress insert further clarifying language, in any reauthorization of the Elementary and Secondary Education Act.

- **Specific to ESEA Reauthorization:** We ask that Congress expand proposed language in Title II of S.1101, so as to strengthen teacher and principal preparation, training and recruitment, by including a measure of readiness to deliver high quality music education programs, in any final version of the legislation.