



**National Association
for Music Education**



2017 Legislative Request - Encouraging Use of Technology in Music Education

Who We Are:

The National Association for Music Education (NAfME) is among the world’s largest arts education organizations, representing over 131,000 music educators, students, and advocates across the nation. Our mission is to advance music education by promoting the understanding and making of music by all, regardless of circumstance and background. NAfME advocates at the federal, state, and local levels, and has supported music educators and students for more than a century.

The Music Education Policy Roundtable (MEPR) is a public policy coalition spearheaded by the National Association for Music Education (NAfME). Consisting of 35 music education organizations and music industry associations, the Roundtable believes all students should have access to sequential, high-quality, in-school music programs.



REAUTHORIZE THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT WITH “WELL-ROUNDED” INITIATIVES:

The signing of the Every Student Succeeds Act (ESSA) marked an unprecedented and historic step forward for music education by enumerating “music” as part of a “Well-Rounded Education” (Title VIII, Sec. 8101 of ESSA). Focusing on what makes a student whole, ESSA’s vision of incorporating a “Well-Rounded Education” allows students to be able to reach beyond the typical quantifiable markers of academic achievement. As we continue to shift away from No Child Left Behind, the next reauthorization of the Carl D. Perkins Career and Technical Education Act must include language that includes a well-rounded curriculum, which will allow schools to pioneer or expand innovative courses, such as music technology and recording arts.

What is Music Technology?

Music technology is the application of technology, such as computers and software, to the performance and creation of music. Whether it is the use of sequencer and editing software or electronic musical devices, musical technology and its definition expands as technology expands. Music technology encompasses the composition, recording, and playback of music, and provides students with the opportunity for success in non-traditional careers that consist of high-skill and high-wage occupations. These programs are becoming more common, including [Grammy Educator of the Year Finalist Richard Maxwell](#)’s classes on audio recording and design in Scottsdale, AZ, and deserve a seat at the table when it comes to applying for and being included as part of career and technical education (CTE) at the federal level.

Roundtable Legislative Recommendations:

REPLACE USE OF “CORE ACADEMIC SUBJECTS” WITH “WELL-ROUNDED EDUCATION”: In order to strengthen the importance of a “Well-Rounded Education,” which includes music, we ask Congress to include conforming well-rounded language in the following sections, in any reauthorization of the Carl D. Perkins Career and Technical Education Act:

Language Recommendations:

STATE PLAN — Title I, Part A, Sec. 122 (b)(7)(A)(i) is amended to be read as follows:

- 7) “Each State plan shall include information that describes how the eligible agency will —
 - A) improve the academic, employability, and technical skills of students participating in career and technical education programs, including strengthening the academic and career and technical education programs through the integration of academics with career and technical education to ensure learning in —
 - i. a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).”

LOCAL USES OF FUNDS — Title I, Part C, Sec. 135 (b)(1)(A) is amended to be read as follows:

- b) “Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs, including not less than career and technical education program of study, that—
 - 1) develop, strengthen, plan, and carry out high-quality elements of career and technical education programs and CTE programs of study that support—
 - a. the provision of a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).”

CREATE NEEDS ASSESSMENT PROCESS IN LOCAL DISTRICT PLANS: We ask Congress to include language that requires school districts to conduct a comprehensive needs assessment during the creation of their local plans. These needs assessments will evaluate the implementation of career and technical education courses, and how such courses support providing access to a “Well-Rounded Education.”

Language Recommendations:

LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS — Title I, Part C, Sec. 134 is amended to be read as follows:

- 1) “by striking subsection (b) and inserting the following:
 - (b) NEEDS ASSESSMENT.—
 - 1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—
 - a. conduct a comprehensive assessment of local needs related to career and technical education and include the needs assessment in the local plan submitted;
 - 2) REQUIREMENTS. — The needs assessment described in paragraph (1) shall be designed to —
 - a. include an evaluation of progress toward specific elements leading to high-quality implementation of career and technical education courses in a well-rounded curriculum. (as defined in section 8101 of the Elementary and Secondary Education Act (1965).”

CREATE CORE INDICATORS TO ASSESS ATTAINMENT IN WELL-ROUNDED SUBJECTS: We ask Congress to require the collection of data from the states regarding the use of funds for a “Well-Rounded Education.”

Language Recommendations:

ACCOUNTABILITY—Title I, Part A, Sec. 113(b)(2)(A) is amended to read as follows:

- 1) “by inserting the following at the end of subsection (A):
 - (vii) Student participation in, and completion of, well-rounded programs that lead to employment in non-traditional fields.



MUSIC EDUCATION
POLICY ROUNDTABLE

