



National Association  
for Music Education



MUSIC EDUCATION  
POLICY ROUNDTABLE

## Higher Education Act Reauthorization Requests



### NAfME Federal Legislative Recommendations:

**ALIGN TEACHER PREPARATION WITH ESSA’S COMMITMENT TO A WELL-ROUNDED EDUCATION:** In a bipartisan fashion, Congress passed, and the president enacted, the Every Student Succeeds Act (ESSA). ESSA makes clear that students should have a “well-rounded education” based in a broad curriculum, including music. ESSA does not simply mention well-rounded education as a good idea; its language stipulates that Congress expects schools to act on those words. Schools are required to assess their ability to provide a well-rounded education, and there is no better way to achieve this goal than to have highly effective qualified teachers ready to teach in content areas like music.

The current iteration of the Higher Education Act (HEA) does not acknowledge a “well-rounded education” or its teachers in the teacher preparation provisions. HEA reauthorization must signal to Institutions of Higher Learning (IHE) that strong preparation programs for well-rounded subjects are important as a support for ESSA’s call for a well-rounded education.

- **Teacher Quality Partnership Grants:** These competitive grants aim to improve and reform teacher education programs by awarding funds for providing clinical experiences, preparing highly qualified teachers as early childhood educators, and providing incentives for graduate level training in exchange for agreements to serve three years in a high-need school.

#### *Language Recommendations:*

PURPOSE- Title II, Part A, Sec. 1022, is amended to be read as follows:

1) “by inserting the following at the end of subsection (A):

5) Recruiting highly qualified individuals into the teaching forces for all well-rounded education subjects (as defined in section 8101 of the Elementary and Secondary Act of 1965).

- **Graduate fellowships to prepare faculty in high-need areas at colleges of education:** These competitive grants support graduate students becoming education professors who will prepare highly qualified teachers in high-need areas.

### ***Language Recommendations:***

TYPES OF STUDY- Title II, Part B, Sec. 1036 (d)(2) is amended to be read as follows:

- 1) “by inserting the following at the end of subsection (d)(2):

((A) science, technology, engineering, mathematics, and all other well-rounded education subjects.

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**PROMOTE DIVERSITY AND CULTURAL RESPONSIVENESS IN MUSIC EDUCATION:** Given the majority-minority make-up of the student population in today’s public schools, HEA reauthorization should prioritize culturally responsive pedagogy both generally and specifically as part of the well-rounded education policy of ESSA.

A diverse student population is best served by a diverse and culturally responsive teacher workforce. In the school music student population, however, certain segments of what would make for a diverse population are underrepresented. A 2011 study showed that nearly two-thirds of students in music performing ensembles were Caucasian and middle class; only 15 percent were African-American and 10 percent Latino.<sup>1</sup> Students for whom English was not their native language accounted for only 10 percent of ensemble members. Related research found that only seven percent of music teacher licensure candidates were African-American, two percent Latino or Asian, and less than one percent were Native American/Alaska Native, Pacific Islander, or Multiracial.<sup>2</sup> Often, the process of becoming a music teacher is rooted in the Western classical tradition that, on its own, is not conducive to cultural responsiveness. Efforts to correct this inherent flaw in music teacher preparation are ongoing, but policy-level accountability would incentivize increased and comprehensive efforts. The future of music education must include culturally responsive pedagogy that enables effective teaching and learning in inclusive classrooms.

- **Strengthening Institution Programs:** These programs provide funding to Institutions of Higher Education (IHE) where at least 50 percent of degree-seeking students are receiving needs-based assistance.

### ***Language Recommendations:***

PROGRAM PURPOSE- Title III, Part A. Sec. 1057, (c) is amended to be read as follows:

- 1) “by inserting at the end of subsection (c):

(14) Establishing or enhancing a program of teacher education, for all well-rounded education subjects (as defined in section 8101 of the Elementary and Secondary Education Act of 1965), designed to qualify students to teach in a public elementary or secondary in the State that shall include, as part of such program, preparation for teacher certification.

- **Strengthening Historically Black Colleges and Universities and Other Minority-Serving Institutions:** This section provides mandatory appropriations for programs that support minority-serving institutions. Among the authorized use of funds is curriculum development for teaching programs.

### ***Language Recommendations:***

GRANTS TO INSTITUTIONS- Title III, Part B, Sec. 1062 (a)(10) is amended to be read as follows:

- 1) “by striking all of (10), and inserting in its place:

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<sup>1</sup> Kenneth Elpus, and Carlos R. Abril, “High School Music Ensemble Students in the United States: A Demographic Profile,” *Journal of Research in Music Education*, 59, no. 2 (2011), 128-145.

<sup>2</sup> Kenneth Elpus, “Music Teacher Licensure Candidates in the United States, A Demographic Profile and Analysis of Licensure Examination Scores,” *Journal of Research in Music Education* 63, no. 3 (2015), 314-335.

(10) Establishing or enhancing a program of teacher education, for all well rounded education subjects (as defined in section 8101 of the Elementary and Secondary Education Act of 1965), designed to qualify students to teach in a public elementary or secondary school in the State that shall include, as part of such program, preparation for teacher certification.

- **Hispanic-Serving Institutions (HSIs):** This program provides competitive grants to HSIs, defined as an institution with an enrollment of undergraduate students of at least 25 percent Latino students. Among the authorized use of funds is curriculum development for teaching programs.

***Language Recommendations:***

AUTHORIZED ACTIVITIES- Title V, Part A, Sec. 1101b(b)(12) is amended to read as follows:

- 1) by striking all of (12), and inserting in its place:

(12) Establishing or enhancing a program of teacher education for teachers of all well-rounded education subjects (as defined in section 8101 of the Elementary and Secondary Education Act of 1965) designed to qualify students of to teach in public elementary schools and secondary schools.

- **Competitive Grants for Pilot Programs:** Such grants would provide funding support to a limited number of IHEs to establish innovative pilot programs which address recruitment, admittance, and curricular practices as they relate to pre-service music teachers. These grants programs would aim to expand the repertoire of music studied beyond the traditional canon and cultivate a pipeline of teachers of diverse backgrounds, including students with musical training outside of western-classical tradition.

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**LOAN FORGIVENESS FOR WELL-ROUNDED EDUCATORS:** Loan forgiveness provisions currently exist in the HEA for individuals working in high-need areas and professions and in public service. Currently, there are three provisions of the law where teachers are eligible for loan forgiveness. In order to maintain an emphasis on the importance of training highly effective and quality educators to teach our students, not only must these loan forgiveness provisions be maintained, they should now support all educators of well-rounded education subjects.

- **Language Recommendations for Federal Family Education Loan Programs and Perkins Loan Programs:**

LOAN FORGIVENESS FOR TEACHERS- Title IV, Part B, Sec. 1078-10, is amended to read as follows:

- 1) “by striking all of (3), and inserting in its place:

(3) Additional amounts for teachers in mathematics, science, all additional well-rounded education subjects (as defined in section 8101 of the Elementary and Secondary Education Act of 1965) or special education Notwithstanding the amount specified in paragraph (1), the aggregate amount that the Secretary shall repay under this section shall not be more than \$17,500 in the case of—

LOAN FORGIVENESS FOR SERVICE IN AREAS OF NATIONAL NEED and FEDERAL PERKINS LOANS CANCELLATION - Title IV, Part E, Sec. 1087ee is amended to read as follows:

- 1) “by striking all of (g) in Sec. 1087ee and inserting in its place:

(G) as a full-time teacher of mathematics, science, foreign languages, bilingual education, any additional well-rounded education subject (as defined in section 8101 of the Elementary and Secondary Education Act of 1965), or any other field of expertise where the State educational agency determines there is a shortage of qualified teachers;