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## Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) <sup>i</sup>

One of the many new opportunities within the *Every Student Succeeds Act* (ESSA) is the Student Support and Academic Enrichment (SSAE) grant, or Title IV, Part A of ESSA. The purpose of Title IV, Part A, (SSAE) as defined in law, is:

“to improve students’ academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. **provide all students with access to a well-rounded education;**
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.”

**Music and the arts** are listed as part of a well-rounded education; therefore, Title IV-A dollars can be spent providing supplemental support for music education programs in our schools. **This is the first time that music has been listed in federal education law, creating this funding opportunity for music programs to reach more students.** In order to access these funds, music educators need to a) understand how the funding works, and how much is available; b) participate in the work of the school district to obtain these funds; and c) understand the music education needs for the district, including opportunities to increase access to music programs for underserved students.

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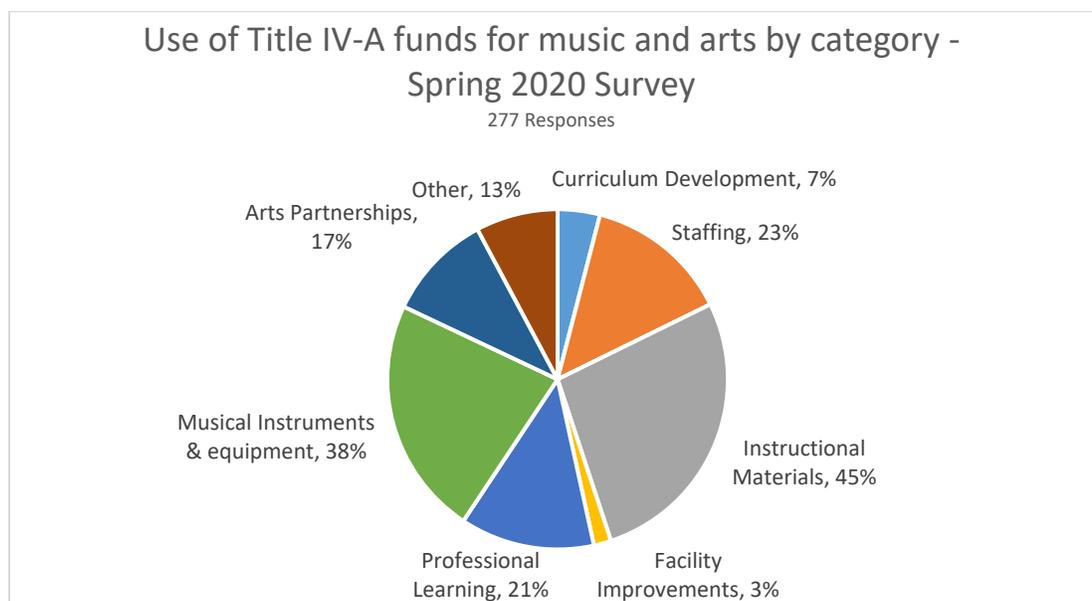
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## Title IV-A: \$36+ million supported Music and Arts Education across the 2019 and 2020 school years

Now that Title IV-A funds have been available to districts for several years, what do we know about how the funds are being used? Are funds supporting music and arts education?

For the past two years, NAFME has partnered with the NAMM Foundation to survey the field to see how Title IV-A funds are supporting music and arts programs. This year, the Educational Theatre Association and National Dance Education Organization joined the collaboration. While the results are self-reported and not scientific, and the 2020 survey was truncated due to COVID-19, we learned that more than \$36.5 million dollars in Title IV-A funds supported music and arts education during these two school years. Rural, urban and suburban districts made use of Title IV-A funds to support music and the arts, and funds were used for a variety of purposes. Certain states made efforts to focus on music and arts education, such as California, which in the 2018-2019 school year focused \$25 million on music and arts education from their Title IV-A state set-aside. To read the stories that were collected in 2020 and learn how Title IV-A funds have been used to support music and arts education, click [here](#).

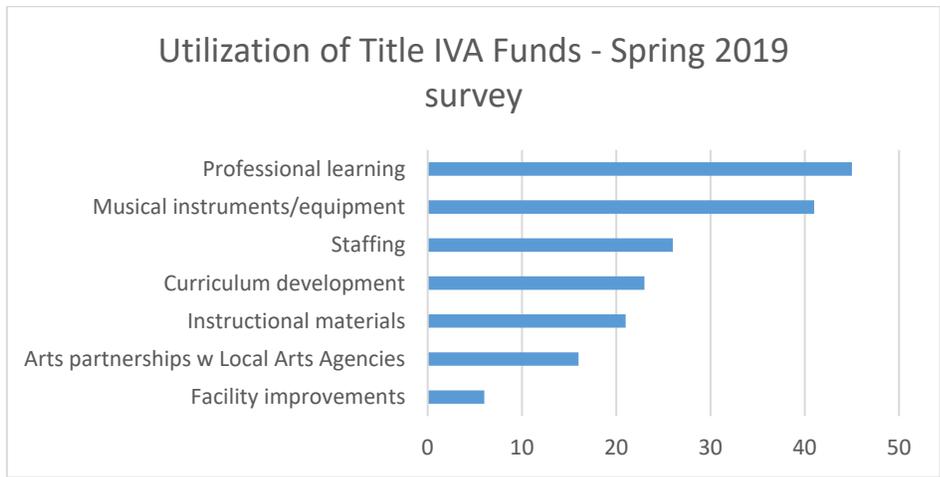
In 2020, Title IV-A funds supported mainly materials, instruments, and equipment for students in the arts:



The top two categories are instructional materials (45%) and musical instruments & equipment (38%), followed by staffing (23%) and professional learning (21%). The “other” category responses included STEAM, arts integration, after-school programs, and summer camps. For those reporting on the amount of funds spent, the range for music and arts is \$1000 - \$400,000. The median amount is \$5,000.

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In 2019, Title IV-A funds that supported music and arts education were spent on the following categories, with the largest percent of funds supporting teacher professional development:



### Title IV-A Available Funding: More than \$1 billion annually

Title IV-A funds are distributed based on poverty funding formulas attached to Title I-A of the law. Funds go first to the states, which then must distribute the funds using the formulas in the law to eligible local education agencies (LEAs or school districts). For the past two years, slightly more than \$1 billion has been distributed annually to support the three areas listed above. Interested in knowing how much your school district has been allocated? You can ask your federal programs manager in your school district, or check in with your [SEADAE member](#) or your [NAfME ALF representative](#). For states with easy to find links to their Title IV-A allocations, we've added them to our state pages in the [state information center](#) on the NAfME website. To learn how Title IV-A funds have been used in your own state to support music and arts education, click [here](#).

Along with the annual allocations, districts may have “left-over” or “carry-forward” Title IV-A funding from previous years available to support documented needs in the three funding areas, including a well-rounded education. These “carry-forward” dollars will not be included in the annual allocation; however, you can ask your district federal programs manager about these dollars. Several arts administrators across the nation have found “carry-forward” dollars to be more readily available to support innovative music and arts programs that fit the funding source. We have seen examples in Title I-A carry-forward funding support music and arts integration programming in Orange County, CA, and Tucson Unified School District in Arizona.

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### Testimonials on what Title IV-A supported in 2020

*Funding enabled us to continue to support art and music teachers in high poverty schools and to expand arts integration in schools. – Florida district*

*While this information is also still coming in, we have heard anecdotally that programs are returning, that LEAs who have NEVER had a program in Music or the Arts can now do so, and that more students will have access to a well-rounded education because of the ability for LEAs to purchase new instruments. Staff are receiving discipline-specific PD for the first time, and cross-curricular collaborations through Arts Integration and STEAM programs are occurring. – State of Arizona*

*This is only the third time within 50 or so years that we have been given the opportunity to update our curriculum. – Kansas music educator*

## Distribution and Eligibility of Funds – District level

Any school district that receives a Title IV-A funding allocation of **\$30,000 or more** must<sup>ii</sup>:

- conduct a comprehensive needs assessment that includes each of the content areas of Title IV as listed above;
- engage stakeholders for input;
- prioritize the distribution of funds;
- allocate no less than **20% on well-rounded education programs** and activities;
- allocate no less than 20% on safe and healthy school programs and activities; and
- allocate a portion of the remaining funds on the effective use of technology, but no more than 15% can fund technology infrastructure.<sup>iii</sup>

Districts *may* allocate more than 20% on well-rounded education and safe and healthy school programs and activities based on stakeholder input and priorities identified in the comprehensive needs assessment.

A school district that receives an allocation of **less than \$30,000**:

- **is not required to conduct a comprehensive needs assessment;**
- must prioritize the distribution of funds; and
- must allocate funds in at least one of the content areas (well-rounded education, safe and healthy students, or the effective use of technology).
- If funds are allocated for technology, no more than 15% can fund technology infrastructure.

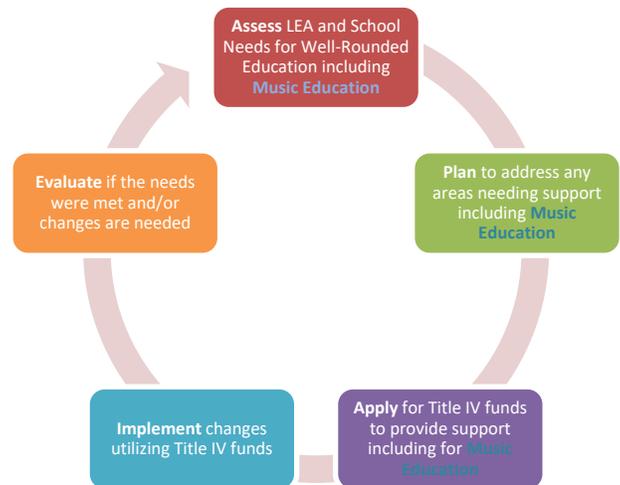
LEAs may implement one program or activity to meet the objectives of all three content areas. Music is defined as part of a well-rounded education but can also help promote safe and healthy students by creating a supportive school environment and culture, which can include [social and emotional learning](#). Additionally, the effective use of technology can play an important role in music education classrooms.

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## Local School District Application - What is a ‘Comprehensive Needs Assessment?’

Title IV, Part A requires LEAs to undertake a needs assessment to identify where these supplemental, federal funds can best be used to support a well-rounded education, safe and healthy students, and educational technology. That process includes district assessment, planning, implementing, monitoring and evaluating. As noted above, LEAs that receive \$30,000 or more must conduct a comprehensive needs assessment; however, all districts may use an assessment to identify barriers that prohibit students’ access to a well-rounded curriculum, which includes music education.

LEAs may use district improvement plans, campus improvement plans, state priorities, and stakeholder and community input. In addition, a school district’s Title IV-A application must include detailed assurances that the district will prioritize distribution of funds to schools with the “greatest needs<sup>iv</sup>.”



Once the district or LEA has completed its needs assessment and prioritized the use of funds, the LEA submits a formal application to the state for approval. Upon the submission of the district’s application, the state will review the application to ensure the application is aligned to the purpose of Title IV, Part A. The proposed activities must be consistent with the three areas of the SSAE program, be prioritized, and be considered an allowable activity of Title IV, Part A. Allowable use of funds must meet the federal statutory requirements, regulations, provisions and assurances, as well as, state and local laws, rules, provisions, and guidelines related to the use of federal grants<sup>v</sup>.

Once the application is approved, the LEA will receive the funds and implement the plan. **At least once every three years**, districts receiving \$30,000 or more must reevaluate the outcomes and repeat the needs assessment process, and districts are encouraged to evaluate whether the activities they have funded with this program annually are succeeding in meeting the needs identified and prioritized for the students in their schools.

## Allowable Use of Funds – Supplement, not Supplant

Federal statute requires that activities funded by federal dollars “supplement, not supplant” non-federal funds (state and local funds). Federal funds must be used to add to, enhance, expand, increase, or extend programs. Federal funds cannot replace local and/or state dollars. Determinations of whether supplanting is occurring are made on a case-by-case basis. A supplemental use of funds in one LEA could be considered supplanting in another<sup>vi</sup>. If you are uncertain or need clarification on whether the use of funds you are suggesting would be considered supplanting, check in with your district’s federal programs manager, or reach out to your state’s Title IV-A Coordinator to learn more. The [NAfME State Information Center](#) includes Title IV-A contacts for most states.

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## Advocating for Music and Arts Education through Title IV, Part A

You can be involved with your district during the process of **creating a needs assessment and evaluating programs**. ESSA explicitly requires teacher and diverse stakeholder participation in the entire process. This is where **you can make the difference** – getting involved and making certain the needs of your music programs are fully identified and incorporated into your Title IV, Part A plan and funding application annually.

As you consider your music programs, the language in the law might help you to think more broadly about how your music education offerings support the entirety of what your school is engaged in. Title IV-A funds are meant to support “programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution.” Music education not only builds the musical literacy of your student but also supports them in building the social and emotional skills and strategies they need to be successful, thriving members of our society. Several states, including [New Jersey](#) and [Kansas](#) have adopted social and emotional learning standards, and [NAfME has resources](#) to help you make these connections between the work in your music program and the health and well-being of the students you serve.

### **Participate in your district’s Title IV-A planning committee**

1. Volunteer to be part of your district’s planning committee for Title IV.
2. Invite your students’ parents to be part of this work, too. They are key stakeholders for your district.
3. If you are unable to participate, encourage your district arts coordinator to be at the table and help your district understand the needs of music and arts education as the district puts together its needs assessment and funding plan.

## The Opportunity to Learn (OTL) Standards & Needs Assessment Model

NAfME recommends that music education advocates involved in their district’s planning for Title IV-A funding use the NAfME [Opportunity to Learn \(OTL\) Standards](#) to document the music education program needs of your LEA.

[The OTL standards](#) identify and outline resources that need to be in place for students to have an opportunity to achieve music literacy. The standards are aligned with the [2014 National Core Arts Standards](#) and address four areas:

1. **Curriculum and Scheduling:** The curriculum must reflect a vision for helping students achieve the desired learning goals. The key to this vision is the scheduling of sufficient time so that students can carry out the four Artistic Processes (creating, performing, responding, and connecting) necessary for deep learning emphasized by the 2014 Music Standards.
2. **Staffing:** The standards will not be achieved by students unless the system for delivering instruction is based on certified educators with the requisite qualifications, augmented in a structured and appropriate way by community resources.
3. **Materials & Equipment:** Music education cannot exist without making music and making music in most traditions requires instruments, accessories, texts, and, increasingly, access to and use of various

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technologies. Even in the era of COVID-19, you may find you have equipment needs as you work with your students virtually or in a hybrid-learning situation.

4. **Facilities:** Making and learning music requires the dedication of appropriate space for day-to-day instruction. Correct design and maintenance of this space is essential to the success of the program and of the students. (Note: Title IV-A funds cannot be used for major facility construction or development, Sec. 4109 of ESSA)

Each area is given indicators to provide distinction between basic and quality needs for music programs. The OTL standards offer specific guidance for all grades and all music education content areas, including general music education, music technology, music composition, and ensembles, such as band, orchestra, and choir.

Created by the NAFME Council of Music Program Leaders, these OTL standards are not a music teacher's unfettered "wish list." Rather, they are guidance on the curriculum, scheduling, staffing, materials, equipment, and facilities that must be in place in order for all American students to have the ability to achieve music literacy.

### **Keeping the OTLs in mind, here are potential steps in creating your district's music education needs assessment:**

1. Determine who should participate in your music education needs assessment. All Music Teachers? Music Supervisor? Curriculum Coordinator? Superintendent? Principals?
2. Get input from the community (parents, local businesses, music merchants, private music schools, etc.). Make note in the assessment that there is strong community involvement.
3. Determine which sections of the OTL standards apply to your programs.
4. Start local first. Have teachers fill out the OTL checklist for the music education offerings at their schools.
5. Compile the local findings and compare – are there discrepancies in OTL supports across your district?
6. Build a summary of the local program-specific OTL findings, and work as a committee to determine the district-wide OTL supports.
7. As a committee, determine priorities of stated needs, which a focus on increasing access to music education for all students in the district.

### **Needs Assessment in the era of COVID-19**

As we return to school this fall, many of you will be continuing to teach either fully online or in a hybrid model where you have limited in-person time with your students. There may be limitations on what you can teach and how, along with inequities where students cannot access online instruction due to lack of internet or devices. Understanding how you will need to teach this school year, and what supports might help more students remain active in (or become active in) music, can be part of your needs assessment for Title IV-A funding. Along with the OTL standards listed above, you may also want to consider suggestions for safely teaching music education found in the following documents:

1. [Fall 2020 Guidance for Music Education](#). Several variations on how you can teach safely are included in this document. The document will be updated as more becomes known from the Aerosol Research Study currently underway (see below).

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2. [Performing Arts Organizations Aerosol Research Study](#). Preliminary study results and safety recommendations have been updated as of November 2020, and will continue to be updated. What of the materials or scheduling recommended here could be supported with supplemental Title IV-A funding?
3. [Instrument Hygiene Guidance](#). While most of this guidance focuses on basic good instrument hygiene, this document may help in terms of procedures and possibilities around instrument sharing and scheduling.

For more ideas and suggestions on how you can approach teaching music online or in hybrid situations, please visit the [Online Professional Learning Community Webpage](#) to find webinars that address a variety of music teaching situations, from copyright while working online to practical tips for teaching ensembles and general music classes online.

## Prioritizing Your Needs

Once you have gone through your needs assessment, take time to prioritize the needs you have identified. You can do this program by program – e.g. Band and General Music – or by broad needs across the entire district. Focus on needs that address issues of equity and access for your district’s students for Title IV, Part A funding requests, as that is at the heart of Congress’ intent for these funds: **how will these supplemental federal dollars allow more students, especially students who may have had barriers to access to music education, participate in quality music education programs in your district?**

<i>Example Prioritization Chart</i>				
<i>Category</i>	<i>Limitation</i>	<i>Immediate impact on outcomes</i>	<i>Resource solution (request)</i>	<i>Funding Source</i>
<b><i>COVID-19 Tech Resources – Materials and Equipment</i></b>	Lack of music specific software to support ensemble students learning remotely.	Lack of access for students to a well-rounded curriculum during COVID-19; increased equity gaps as some students may purchase on own while others cannot afford to do so.	Obtain licenses for all students so all can participate fully in online instruction	Title IV, Part A – support for the licenses needed for all students to participate.
<b><i>COVID-19 Supplemental Staffing</i></b>	Need for 1 on 1 support for beginning instrumentalists who are beginning their instrumental instruction online.	Lack of student engagement as students are not feeling successful in their ensemble program since having difficulties with using the instruments	Supplemental time for teachers and/or community musicians to meet one on one with all beginning students for 30 minutes to make certain students are able to use their instrument properly and successfully.	Title IV, Part A – supplemental teacher pay and/or contracts with community musicians for virtual one on one lessons with beginners.

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<b>COVID-19 Curriculum &amp; Scheduling</b>	<b>Music educator needs professional development that focuses on designing lessons in learning management systems (LMS)</b>	<b>Quality of instruction has a negative impact on students' learning</b>	<b>Targeted PD for music educators in working in the LMS.</b>	<b>Title IV, Part A – support for PD for all music educators</b>
<b>Staffing</b>	<b>Unequal instructional minutes distribution in the elementary music classes across schools.</b>	<b>Equity of opportunity for students across all schools within the district</b>	<b>Work with the board on scheduling changes</b>	<b>Might need 1 additional teacher – could be Title IV, Part A if addressing equity issue</b>
<b>Facilities</b>	<b>Lack of acoustical buffers in 2 of 4 high school instrumental programs</b>	<b>Quality of sound – for both participants and remainder of the school</b>	<b>Request funds for the needed acoustic tiles</b>	<b>Facilities fund (local property taxes) or 2020 CARES Act Funding</b>

In addition, think about the range of possible funding sources that can be brought to bear on the needs identified. While Title IV-A represents a new funding opportunity, funds are limited. Thus, what other funding sources might be available to you?

- Are there capital outlay bonds available for upgrading rooms, purchasing instruments, or upgrading technology?
- Do you have allocated supply funds which could help with materials?
- Are you undertaking a curriculum review as a district, with the possibility of changing the schedule to allow more minutes for music instruction?

### Additional Resources

- Another resource that will be helpful to music educators in your state is a [document](#) created by the [Pennsylvania Music Educators Association \(PMEA\)](#) on leveraging Title IV funds.
- Consider also this information on accessing [Title IV-A funds from West Music](#). While specifically for music education programs in Iowa, this easy to follow brochure contains many of the “usual” steps in applying for federal dollars, regardless of your state.

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## Be A Gracious Advocate for Music Education through Title IV-A Planning

Remember that music isn't the only well-rounded education subject area, and that a well-rounded education is only one of three broad categories under Title IV-A. While you will be helping document the needs in your particular area – music – you will need to be a willing and gracious partner with the other members of your school and district community. These are not guaranteed dollars for music education; rather, Title IV-A funds are available to provide supplemental support to make certain all areas of a well-rounded education are available to all students.

## Share Your Title IV-A Story

If your music programs have benefited from Title IV-A supplemental funding, please share your story:

- **Tell NAFME!** Share your story through this [brief survey form](#) and we will add it to the success stories shared with this toolkit! [See a list of compiled success stories here.](#)
- **Tell your community!** Let your community members know how federal funds are helping your program. Share as part of your concert program, in your concert announcements. Let them know how students are benefiting from your program and from these supplemental funds.
- **Thank your members of Congress for their support.** Let them know how these dollars are benefiting students in your community. The [NAfME Civic Action Field Guide](#) can help you identify your members of Congress so you can thank them directly. Or – better yet – have your students thank them with letters or emails or on stage at your next concert.

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## Frequently Asked Questions

### Eligibility

**1. Can a music educator apply for Title IV, Part A funds?**

No. Only school districts (LEAs) can apply for Title, IV, Part A funds.

**2. Can a single school apply for Title IV, Part A funds?**

**No.** Title IV-A funds are applied for by the district, not by a school site. The funds are distributed based on the needs assessment and/or priorities set by the district in its application process. A non-Title I school may receive Title IV-A funds if identified as a priority during the application process.

**3. How do rural school districts apply for Title IV, Part A funds?**

All eligible school districts may apply for Title IV, Part A funds. Eligible districts are not mandated to apply for Title IV, Part A. Rural school districts may REAP their Title IV, Part A funds to leverage the use of federal monies for all ESSA programs. To learn more, [click here](#).

**4. My district is part of a consortium. Can music education still be part of what is considered for Title IV, Part A funding?**

For music educators who are working in a district that is part of a consortium, you may find a useful seat at the planning table along with your colleagues in the other consortium districts. Work with music educators in the consortium districts and determine what might be a shared ask based on your collective needs assessment work, such as shared professional development offerings.

**5. Are charter schools eligible to receive Title IV, Part A funds?**

In some states, open enrollment charter schools are treated the same as a local educational agency. Check with your State Educational Agency (SEA) to find out more about the rights of charter schools within the state and the local community.

**6. Are private schools eligible to receive Title IV, Part A funds?**

Federal statutory requirements, regulations, and guidelines are not the same for private non-profit (PNP) schools. LEAs must first consult with the PNP and determine the needs of the PNP. The PNP, if approved by the LEA, may receive equitable services to carry out programs and activities for Title IV, Part A; however, the LEA retains control of the funds. PNP cannot receive funds, only services.

**7. Can a local 501(c)3 non-profit apply for Title IV-A funds?**

No, Title IV-A funds can only be allocated to SEAs to be distributed to LEAs. A 501(c)3 can help provide and broaden access to music education should it choose to partner with the LEA to provide additional, supplemental music education activities or offerings to students, such as after-school programming.

**8. How can I learn what funds have been allocated for my school district and how they are being spent?**

Contact your district's Title IV-A director, federal programs director, or fine arts coordinator/curriculum supervisor.

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**9. When do Title IV-A funds get released and when do school districts have to submit their applications?**

The Grant Award Notice (GAN) is available to states on July 1<sup>st</sup>, however, most states post a projected planning amount to LEAs to assist LEAs in planning the upcoming school year. The application deadline for the Title IV, Part A grant may vary from state to state. The best way to find out the deadline for your school district is to contact your district’s Title IV-A director, federal programs director, or arts coordinator/curriculum supervisor.

**10. Is there a deadline to when a school district must spend their Title IV-A dollars?**

Yes. Districts have 24 months in which to spend their Title IV-A dollars. The dollars must be obligated by the end of the first year of the grant. If the grant has been obligated, the funds can then be rolled over, hence allowing the funds to be accessible for use for an additional 12 months. Title IV-A adheres to the Tydings Amendment, which allows the funds to be available for 2 years.

**Allowable Use of Funds**

**11. How likely is it for a School District or state to spend their federal dollars on music and arts education?**

The likelihood is completely dependent on your district’s Title IV-A application, which is based off the comprehensive needs assessment results. Your district’s needs assessment is meant to reveal deficiencies, which will then be translated into priorities for your district’s Title IV allocation. This is why it is so important to have music educators involved with the needs assessment process. It is one of the key moments where the law explicitly states the necessity to include parents, teachers, principals, and other school personnel during the development of its Title IV application.<sup>vii</sup>

It is important to recognize that music’s enumeration as part of a well-rounded education is not a mandate for states and school districts to spend their federal dollars, like Title IV-A, on music education programs. Rather, it created the opportunity and flexibility to do so. Nevertheless, this is still an unprecedented step forward for music education and these opportunities could not have existed without the concept of a “well-rounded education.”

**12. Do the requests have to be for new curricular programs, or can they be used to maintain, sustain, and/or build up existing programs?**

Building up an existing program

As with most answers to federal funding questions, the first answer is, “It depends.” Title IV-A funds *can* be used to build existing programs, provided this is done in a “supplemental” manner. This ties back to your district’s comprehensive needs assessment, its overall prioritization of needs, and how building an existing program will help increase access to music education for students in your district. For example, if your district identifies a need for purchasing additional instruments so more students can access an instrumental music program, this may be addressed with Title IV-A dollars to provide additional support to your program. Remember that federal education dollars are meant to **supplement, not supplant**, existing dollars. These dollars cannot “replace” what your school district spends on music education already.

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### Maintain or sustain an existing program

The use of federal dollars to maintain or sustain an existing program requires specific documentation. In most instances, the deficiency or lack of funding due to local or state funds no longer in existence requires careful documenting so the request meets the supplemental test for federal funds. Please work with your federal programs director in your school district to learn more about what might be possible, and what guidelines your district has in place to make such a request if prioritized through your district's needs assessment process.

#### **13. Can Title IV-A be used to hire new educators?**

It depends. If staffing is found as a deficiency by your school district's comprehensive needs assessment, Title IV-A funds could be used to hire additional music educators and/or specialists, or to establish partnerships with local community organizations. However, like all federal funds, Title IV-A dollars must be used to supplement, not supplant (or replace) state and local dollars. So, if your school district routinely pays for music educators, the expenditure would not meet the federal statutory requirements. However, if the hire improves access to music education for students not currently participating in music education, the case could be made as the request ties back to Title IV's intent. Federal dollar allocations may also vary from year to year, making it difficult to maintain funding for a staff position year after year.

#### **14. Can Title IV-A funds be used for extended learning opportunities, such as field trips, or festival and competition participation?**

It depends. If the activity is curricular, extracurricular, or co-curricular, it may be supplanting. LEAs generally use a budget line code (36) for curricula, extracurricular, or co-curricular programs and activities. Field trips will require the approval of the Title IV, Part A state director or grant administration. Additional supporting documentation will be needed to ensure the field trip meets federal regulations. Festivals and competitions also fall under curricula, extracurricular, or co-curricular activities.

#### **15. What are the transferability provisions of Title IV, Part A? Are there dollar thresholds to transferability? Who makes that decision at the district level?**

Any school district (LEA) can transfer Title IV, Part A funds to another area of ESSA, including Title I, Part A. When transfer occurs, the funds are no longer "Title IV-A" funds, but funds that have to follow the rules to which the funds were transferred – e.g. Title I, Part A rules. In order to maintain the opportunities to support a well-rounded education under Title IV-A, music educators and advocates need to make the case that the school district/LEA can make good use of the funds in all of their flexibility to support student and school needs.

#### **16. How do I contact my state Title IV, Part A program director?**

[Click here.](#)

#### **17. How does my state spend Title IV-A funds – are there any funds that the state can designate toward music and arts education from Title IV, Part A?**

Each SEA that receives an SSAE allocation must use 95% of the funds to make block grant allocations to LEAs based in part on how Title I funds are allocated<sup>viii</sup>. Of the 5% remaining funds, states use the funds

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to support the administrative costs of managing Title IV (no more than 1%) and providing support and technical assistance to school districts in implementing activities in support of Title IV, Part A's goals and intent. State activities may include:

1. Monitoring, training, and providing technical assistance for school districts that receive a Title IV-A allocation;
2. Identifying and eliminating state barriers that may impede coordination and implementation of the Title IV-A block grant; and
3. Supporting local educational agencies in providing programs and activities that support the three content areas (well-rounded education, safe & healthy students, and the effective use of technology).

Within the 5% of the state set aside, some states are designating the funds for music and arts education. Examples include Georgia and California.

#### **Georgia**

The Georgia Department of Education designated \$250,000 from their Title IV, Part A set aside to fund 10 competitive \$25,000 grants to schools in rural parts of the state where little arts education is taking place. The money can be used towards part or full-time positions if the school did not have the position in the past, equipment and instruments, fine arts specific staff development, or Advanced Placement certification in one of the five fine arts courses currently certified by the College Board.

#### **California**

The state of California will designate \$44,080,000 from their Title IV, Part A set aside to support grants prioritized for enhancing visual and performing arts education, or expanding access to physical and mental health care, including dental and vision care, in schools by supporting school health centers. Division of funds between these two priorities, as well as details regarding the implementation of the grant program, has yet to be determined.

### **18. My state's ESSA Plan indicates that Title IV-A funds will be devoted towards STEM education. What does this mean for music education?**

Keep in mind when reading your state's ESSA plan, your state is outlining how it intends to spend its state set aside or allocation of funds. Under Title IV-A, all states receive a minor portion for the administration and management of Title IV-A grants, as well as funds for state-level activities and priorities.

The state, however, cannot affect how school districts determine their spending. States will determine if an LEA is following the law, for example, including prioritizing the allocation of funds to schools that are under school improvement plans. If a school district receives an allocation of \$30,000 or more, ESSA requires districts to spend 20% of their funds on a well-rounded education. In addition, districts must adhere to the findings of their needs-assessment for their remaining dollars, which could lead to more spending for a well-rounded education that includes music.

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## Future Revisions and Funding Levels

### 19. Can we hope to see a similar amount (\$1.2 billion) allocated for Title IV-A past 2020?

It seems very hopeful that that will be the case FY2021. Both the House and the Senate have suggested appropriations levels for Title IV-A that are above the FY2020 level, all due to our continuing advocacy on behalf of Title IV-A! We are waiting for Congress, however, to complete the budgeting and appropriations process. We are hopeful that we will see the same or even increased level of support for Title IV-A in FY21 appropriations as in FY20.

### 20. I am entering the freshman year of my bachelor's in music education this coming fall. Do you expect this legislation to change within the next four years?

The *Every Student Succeeds Act of 2015* (ESSA) will more than likely remain unchanged and continue to serve as the “law of the land” for K-12 public education, including music’s listing as part of a well-rounded education. *No Child Left Behind*, ESSA’s predecessor, lasted for nearly fifteen years.

Although the law may not be reauthorized soon, there is always a chance that Title IV A can lose funding. Advocacy at the federal level is still very important to ensure we have the funding appropriated year after year. At the local and state level, it should be our utmost priority to educate all stakeholders and decision makers about the potential impact Title IV-A can make through providing supplemental funds to increase student access to quality music education programs.

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<sup>i</sup> [P.L. 114-95, §§ 4101-4110]

<sup>ii</sup> The CARES Act allows the U.S. Department of Education to grant waivers for the repurposing of certain existing FY2020 K-12 education funds, including Title IV-A, for a number of COVID-19-related matters, including technology infrastructure and teacher training on distance learning. Additional flexibilities would allow schools to redirect resources to areas of highest need.

<sup>iii</sup> As part of the CARES Act, the 15% cap on technology and infrastructure has been lifted for Fiscal Year 2020.

<sup>iv</sup> In accordance to Sec. 4106 of ESSA. This is determined by the following criteria:

- Schools with the greatest needs, as defined by the school district or consortium, which can be through the required needs assessment and/or other prioritizing process (such as district or school improvement plans);
- Schools with the highest percentages or numbers of children receiving support under Title I, Part A;
- Schools that are implementing targeted support and improvement plans with consistently underperforming student subgroups; or
- Schools identified as persistently dangerous (elementary and secondary education), as defined by Sec. 8532 of ESEA.

<sup>v</sup> To learn more about allowable and unallowable use of funds, see [Non-regulatory guidance](#).

<sup>vi</sup> In order for a program or activity to be considered an allowable use of funds, the LEA must be able to meet the requirements in federal statute, regulatory guidance and federal provisions and assurances. Additionally, each SEA may require LEAs to meet state laws, rules, and provisions and assurance that related to the implementation of the federal grant. Each LEA must be able to respond to the following questions and provide supporting documentation:

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*How is the expenditure reasonable and necessary to carry out the intent and purpose the program?*

*What need, as identified in the comprehensive needs assessment, does the expenditure address?*

*Explaining how the expenditure addresses this need.*

*How will the expenditure be evaluated to measure a positive impact on student achievement?*

*How is the expenditure supplemental to other non-federal programs?*

For more information on supplanting and other federal requirements regarding the use of federal funds, please consult your district's federal programs director or email [advocacy@nafme.org](mailto:advocacy@nafme.org) for more information.

<sup>vii</sup> ESSA, Title IV-A, Sec. 4106(c)(1).

<sup>viii</sup> To learn more about how funds are allocated in your state, email [advocacy@nafme.org](mailto:advocacy@nafme.org).

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