

National Association for Music Education







NAfME Public Policy Staff



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Background and Logistics





Preparing for Virtual Hill Month 2021

What is our purpose for Virtual Hill Month?

- 1. Sharing your stories on the impact of music education during the pandemic
- 2. Sharing our mission and Legislative Requests (asks)
- 3. Increase federal visibility or "footprint" on Capitol Hill
- 4. Build ongoing relationships between stakeholders and key decision-makers

State Captains

Each state should have a designated state captain:

- Coordinate schedule of meetings and state-specific materials
- Usually the state executive, current President, or advocacy chair



Your Delegation

Your Delegation's Participants

- Executive Director
- Presidents
- Advocacy Chair
- State Editor
- Board Members
- Active Members



One person to serve as "State Captain".

Five or less participants per meeting recommended.

Please use this <u>link</u> to notify us of your delegation participants by February 24th







Consider partnering with a **NAMM delegation** in your state.





Start Scheduling Now!

www.house.gov www.senate.gov



Schedule meetings with Members of Congress representing your state. Take note if they belong to:

- House Education and the Workforce Members
- Senate HELP Committee Members
- L-HHS-Education Appropriations Subcommittee Members (House and Senate)
- Congressional Arts Caucus/Senate Cultural Caucus

Meetings with other members are just as important!



How to Schedule Hill Meetings:

Email a written request or fill out an online meeting request:

- Ideally, you will want to meet with their legislative assistant who specializes in education policy for their office.
- If a legislative assistant is not listed, email their legislative director.
- If neither are listed, email the scheduler.
- Timewise, ideally meetings would occur prior to March 15th
- Ask them how they would like to meet? (Virtual platform or phone?)

*NAfME Policy Staff will email state "captains" a list of Capitol Hill staffers for your Congressional Delegation soon! Please remember to designate your state lead for Virtual Hill Month.



Sample script (email/phone):

'Hello, my name is		; I'm calling from the	Music Educators Association – we
represent _	_ educators and _	students and their families	in the state.

My colleagues are participating in the National Association for Music Education's Virtual Hill Month during the month or March, in celebration of Music In Our Schools Month.

We would like to share our concerns and interests regarding music education, including the need for more education funding in a COVID Relief Package, continuing support in the appropriations process, and support for the Reopen and Rebuild America's Schools Act.

Please let us know if you would like to meet on a virtual platform or over the phone. We look forward to hearing from you and learning how we may work together with the Representative/Senator on these issues."



NAfME Public Policy Office Hours

If you need help or advice on scheduling meetings or with the legislative requests, please join the NAfME Public Policy team on every Tuesday in February and March at 6:00 pm Eastern for our office hours!

During this time, NAfME staff will be available to meet with NAfME members and state leaders to answer your questions.

Click here to register!



Federal Landscape





Post-Election Federal Considerations

New U.S. Secretary of Education – Nominee – Dr. Miguel Cardona, currently Education Commissioner for Connecticut

New Deputy Education Secretary – Nominee –Cindy Marten, currently Superintendent, San Diego USD.

\$\$\$\$\$	Policy			
Finishing FY21 Appropriations - DONE	President Biden's educational priorities in first 100 days?			
Stimulus Relief for states and schools – started – more is needed	School opening guidance under a new administration – and support for music/performing arts?			
Appropriations leaders – Senate and House	Senate HELP Committee Chair – Senator Patty Murray, Washington			
Narrower majority in the House and Senate – impacting how bills move?				

Narrower majority in the House and Senate – impacting how bills move?

Reconciliation processes



Conversations with the Transition Team

Roundtable requests – 12/21/2020

- 1. COVID-19 Relief funding for schools and states
- School guidance based on science sharing aerosol research study and our guidance on how to safely return to in-school music
- Increased authorizations and appropriations in support of a wellrounded education

29 signed organizations/companies

https://nafme.org/advocacy/music-education-policyroundtable/



To: President-Elect Biden and the Biden-Harris Transition Team

From: The Music Education Policy Roundtable

Date: 12/21/2020

On behalf of the Music Education Policy Roundtable, we would like to Congratulate President-Elect Biden and Vice President-Elect Harris on winning the 2020 presidential election. The Roundtable looks forward to working with the Biden administration and the U.S. Department of Education on advancing the goal of a relevant and equitable music education for all students.

Since 2011, the Music Education Policy Roundtable has advocated to ensure the continued presence of a highquality music education in America's schools. Consisting of 43 music education organizations and businesses, the Roundtable believes all children, regardless of circumstance, should have access to high-quality in-school music education.

In 2015 President Obama signed the Every Student Succeeds Act into law. This bipartisan legislation recognized the need for students to participate in a well-rounded education and named music as one of the subjects to which all students should have access. While we continue to celebrate music being recognized as part of a complete curriculum, additional resources are necessary to see this commitment through and ensure that all students are ensured equitable access to music.

We look forward to working with the Biden-Harris administration and the newly elected 117th Congress in building on the success of ESSA. Below are some policies and issue areas that will bolster access to a wellrounded education and support the important goal of a quality music education for all:

COVID-19 Relief Package

Financial instability and uncertainty continue to plague the U.S. economy, but we fear school districts have not yet felt the worst. According to the Center for Budget and Policy Priorities, the combined revenue shortfall for state budgets—not including additional costs incurred by COVID-19—will be approximately \$555 billion. States have already revised their budgets for the current fiscal year, and many have made cuts across the board, including millions of dollars from education budgets. Without additional relief for the states, further cuts to state education budgets and services can be expected.

The Roundtable believes that Congress must appropriate, and the President must enact, at least \$200 billion specifically allocated for education to make up for lost state revenue. Without this funding, teachers will be laid off, school music programs will be jeopardized, and students will not have the access to the well-rounded education Congress set out to ensure with the passage of ESSA.

Additionally, the inequities of the 'Homework Gap' have been magnified during the pandemic for students who lack home internet access. Recent estimates suggest between 8 and 12 million K-12 students in the United States are unable to log online for distance learning, and that students from rural communities and racial minority groups are disproportionately affected. Without home internet access, millions of students are at a significant disadvantage in completing projects, research, and study.



Conversations with the Transition Team

Arts, Humanities, Social Studies requests – 12/21/2020

- Restore the NAEP Arts, Foreign Language, Geography and Economics Assessments
- 2. Appropriately fund these assessments robust and multiple grades
- Fund and staff content specialists within the US ED

9 signed associations

https://nafme.org/advocacy/public-policy/

December 21, 2020

Dear Biden Transition Team:

The undersigned associations congratulate President-Elect Biden and Vice President-Elect Harris on winning the 2020 presidential election. We look forward to working with the Biden administration and the U.S. Department of Education in realizing the goal of a well-rounded education for all students, including robust learning opportunities in the arts, humanities, and social studies.

To that end, we recommend the following actions of the new administration:

- 1. Request that the National Assessment Governing Board ("Governing Board") immediately reinstate the previously scheduled arts, foreign language, geography and economics assessments to the National Assessment for Educational Progress ("NAEP") calendar. In 2019, the Governing Board removed these assessments from the calendar, citing the need to focus their limited resources on the subject areas of math and reading, and on the online administration of assessments. In doing so, the Governing Board dismantled the only national assessments in these content areas, limiting the nation's ability to measure rigor in these content areas, recognized by the U.S. Congress as part of a well-rounded education under the Every Student Succeeds Act in 2015.
- 2. Request that the U.S. Congress appropriate additional funds to the National Center for Education Statistics for NAEP assessments in the arts, foreign language, geography and economics during the FY 22 budgeting process. In addition, each assessment should include accurate, disaggregated, statistically significant state-level data on student proficiency for every state, on student academic achievement in public and private elementary schools and secondary schools in grades 4, 8, and 12, for these subject areas. While the undersigned associations are ready and willing to help support these reinstated assessments, we understand and affirm the need for additional funding to help build rigorous, thorough and robust assessments in these content areas. These are critical and necessary investments to make to ensure that the American education system remains competitive in a global society.
- 3. Create, fund and staff content specialists for the arts, humanities, and social studies within the U.S. Department of Education ("USDOE"). We strongly believe that the USDOE needs content specialists in these disciplines to collect accurate data and report on issues of equity and access; to share exemplars of practice from across the country, including through federally funded projects; to build policy recommendations and guidance to further all students having access to a well-rounded education as envisioned by the Every Student Succeeds Act; and to promote meaningful student preparation and engagement in civic life. Each of these goals for content specialists will ensure that USDOE provides for a well-rounded education as defined in the Every Student Succeeds Act.



COVID Relief Packages and Education Funding

Four COVID-19 relief packages passed by Congress provided around **\$68 billion** in education funding for K-12 education:

Funding has been distributed through the **Elementary and Secondary School Emergency Relief Fund (ESSERF).** This program distributes funds to states based on their <u>Title I</u>, <u>Part A funding</u>.

An additional \$7 billion distributed through the Emergency Education Relief Grants to Governors: A portion of the funds must be distributed to private schools. The remaining have been given to states based on a its population of 5- through 24-year-olds and its number of Title I students. Governors can use these funds to support early learning, k—12 education, and higher education programs

Emergency education funding allocated for K-12 education during the Great Recession of 2009 was <u>over \$80</u> <u>billion</u>. Schools did not need to account for mitigation of the coronavirus and schools reopening.



COVID V

President Biden and House Funding Plan:

- ~ \$130 billion directly for schools K-12
 - Additional \$5 billion discretionary funding for education Governors
- \$350 billion to states and localities to shore up budgets and support pandemic relief work and front-line workers

Current Senate GOP Proposal:

- \$20 billion for K-12 schools.
- No funding for states and localities

GOP Senators say funding is negotiable







Legislative Requests



Education Funding Relief for Public Schools

The COVID-19 pandemic has been an extremely difficult period for education in the United States. Schools have never faced the challenges that have come with the shutdown of schools while trying to endure an economic crisis that threatens significant school cuts across the country:

- According to the <u>Center on Budget and Policy Priorities</u>, state budget shortfalls expected from COVID-19's economic fallout will total a cumulative \$615 billion over state fiscal years 2020-2022.
- The unequal opportunity of the "homework gap" experienced by approximately 12 million students
 who continue to lack home internet access, has had an even greater impact during the pandemic
- Students will soon return to school increasingly in need of environments which support their social and emotional development.



Education Funding Relief for Public Schools

Congress must pass, and the President enact, legislation that appropriates:

- ➤ At least \$130 billion in funds to provide flexible resources for K-12 schools to reopen or provide distance learning.
- ➤ At least \$350 billion in aid to state and local governments to backfill state education budget shortfalls.
- ➤ At least \$4 billion in dedicated funding to the Federal Communications Commission's (FCC's) E-Rate program.



Enumeration of MUSIC as Part of a WELL-ROUNDED Education in ESSA

5	"(52) Well-rounded education.—The term
6	'well-rounded education' means courses, activities,
7	and programming in subjects such as English, read-
8	ing or language arts, writing, science, technology,
9	engineering, mathematics, foreign languages, civics
10	and government, economics, arts, history, geography,
11	computer science, music, career and technical edu-
12	cation, health, physical education, and any other
13	subject, as determined by the State or local edu-
14	cational agency, with the purpose of providing all
15	students access to an enriched curriculum and edu-
16	cational experience.".



ESSA - Well-Rounded Funding - FY 21

Program	n a m e	FY19 Enacted	FY20 Enacted	FY21 Enacted
Title IV, Part A	\$1.6 billion	\$1.17 billion	\$1.21 billion	\$1.22 billion
Title I, Part A	Awaiting President's Budget	\$15.86 Billion	\$16.31 billion	\$16.54 billion
Title II, Part A	\$2.29 billion	\$2.1 billion	\$2.13 billion	\$2.14 billion



FY2022 Appropriations Agenda

• Support Access to Music Education as Part of a Well-Rounded Education by Fully Funding Title IV, Part A:

\$1.60 Billion Request (Title IV-A)

• Support Access to Music Education for the Most Disadvantaged Students by Fully Funding Title I, Part A:

Awaiting President's Budget (Title I-A)

 Support Professional Development for Music Educators by Fully Funding Title I, Part A, Title II, Part A and Title IV, Part A and F:

\$2.29 Billion Request (Title II-A)

\$27 million (Title IV-F)



Rebuild America's Schools Act

The Rebuild America's Schools Act would invest \$100 billion toward physical and digital infrastructure needs in schools. The bill would:

- Create a \$70 billion grant program and \$30 billion tax credit bond program targeted at high-poverty schools with facilities that pose health and safety risks to students and staff.
- For FY2022, priority given to infrastructure to re-open schools.
- Develop a comprehensive national database on the condition of public school facilities. This currently does not exist.
- Expand access to high-speed broadband to ensure that public schools have the reliable and high-speed Internet access they need for digital learning.
- Music and Arts Facilities included!



More Virtual Hill Month Events





Music Education-Social Emotional Learning Congressional Briefing in Mid-March











Virtual Hill Month and MIOSM Celebration



Join us in the first week of April for a celebration of Music and Advocacy!

As part of the streaming event, state MEAs can share their virtual meeting experiences and successes

ARTSUEDUCATION

Welcome to a new national campaign in support of arts education for all students!



Sponsored by



Arts Education Partnership
American Alliance for Theatre and Education
National Art Education Association
Educational Theatre Association
National Association for Music Education
National Dance Education Organization
State Education Agency Directors of Arts Education
Young Audiences Arts for Learning

The Challenges to arts education in 2021-22

- Budget shortfalls
- A focus on remediation
- A continued need for Personal Protective Equipment that is unique to the performing arts classroom



The campaign core ask

The Arts ARE Education and must remain central to a well-rounded education and fully funded to support the well-being of all students and the entire school community.

We are asking school boards and community members throughout the country to support funding for school-based arts education programs in 2021-22.

The strategies

- **1. Launch the campaign** on January 19, with the first of six virtual Arts ARE Education Tuesday Town Halls, with each event showcasing an individual arts discipline.
- **2. Reach out to school districts**, asking them to pass the Arts ARE Education Resolution.
- 3. Reach out to arts educators , asking them to:
 - ✓ sign the Arts ARE Education Pledge
 - ✓ urge their district school board to pass the Resolution
 - ✓ encourage other community members and organizations to sign the Pledge
 - ✓ send a letter to their state representative urging them to support arts education in their district.
- 4. Organize Virtual Arts Education Hill Month in March







Questions





Thank You For Your Dedication To Music Education

Please contact us with questions:

Lynn Tuttle (LynnT@NAfME.org)

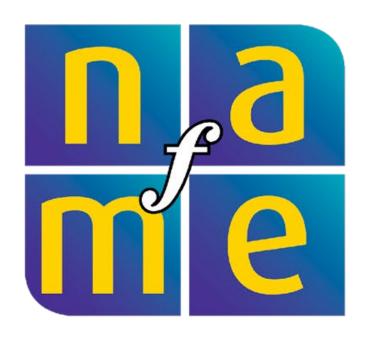
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