



State Editors Meeting

June 25, 2021

Agenda

1. NAFME and State MEAs Advocacy Efforts
2. State Education Budget Update
3. Federal Update (ESSER)
4. NAFME News and Updates

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State Advocacy Initiatives

- Revising Governor Northam's for School Performances
- Tell the CDPH to Keep Music Alive in California
- Support Arts Education in Nevada
- Support Education in Missouri

State Education Budget Overview

- Some state revenues have stabilized or even slightly grown over the past year due to an influx of federal relief funds and a smaller-than-expected drop in sales tax collection.
- Many states are still facing substantial losses. These include tourism states, like Hawaii and Texas, and oil and gas states, like North Dakota and Texas.
- Some states like Ohio, Vermont, and Kansas have current revenues that are only a hair lower than expected. In other states pre-pandemic predictions far outpaced reality. New York, Alaska, Nevada, and Texas each came in more than 10 percent below expectations.

State Education Budget Overview

- **Indiana** State Legislature voted in a bipartisan fashion for a \$37.4 billion two-year budget largely in part to an expected \$3 billion to come as part of the ARP.
- **Alabama** on the brink of passing a budget as passed by the committee would include a 2% raise for education employees. A teacher with a bachelor's degree and less than three years' experience would see their salary go up \$817 a year, from \$40,873 to \$41,690. A teacher with a masters' degree and 15 to 18 years' experience would see their salary go up \$1,139 a year, from \$56,952 to \$58,091.
- School districts in **Wyoming** are bracing for budget cuts. Cody school district has decided to cut elementary art teachers.
- **Chicago** will pour an additional \$225 million into its school budgets for next school year as it moves to address the pandemic's upheaval and resume full-time in-person learning on all campuses in the fall. This comes as an expected \$3 billion is to come as part of ARP.



National Association
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Federal Updates

How Much Will Congress Spend to Shore Up Schools?

The Covid-19 relief plans before Congress all dedicate billions to stabilizing education budgets amid deep losses in state revenue. But the amounts vary from bill to bill.



CARES Act
Signed into Law
March 2020

Covid Relief Package
Signed into Law
December 2020

American Rescue Plan
Passed by the Senate
March 2021

Education
Total

\$30.7 billion

\$82 billion

\$168 billion

K-12

\$13.2

\$54

\$126

Higher Ed

\$14

\$22

\$40

Governors

\$3

\$4

\$2.7

Uses of funds

- Purpose of ESSER funding: to help schools implement safe reopening measures and address the academic, social, and emotional needs of students.
- Why should music education receive money?
 - Music is an academic subject that may require specific resources (bell covers, extra masks) that ESSER funds are intended to support.
 - Students may need additional opportunities to accelerate their learning after a long period without in-person music; afterschool and summer learning programs may be necessary.
 - Music education can support SEL and help create a welcoming school environment where students are eager to engage.

Uses of funds

- Although ESSER grant amounts are determined using the Title I funding formula, they are not considered Title I funding and normal program rules (supplement, not supplant) do not apply.
- This means that school districts have increased flexibility in how the funds are spent. A need that would normally be supported through state/local funding (such as music teacher positions) can be paid for using ESSER funds.

Uses of funds

- If you have used Title I-A, Title II-A, or Title IV-A funding in the past for something, you can use ESSER funds to pay for that, too.
- Purchasing masks, bell covers, or other protective equipment for use in the music classroom
- Purchasing additional instruments, sheet music, or other materials so that students do not have to share.

Uses of funds

- Supporting training for music educators on strategies to conduct in-person music instruction safely (see NFHS/NAfME Reopening Guidance posted in chat)
- Purchasing supplies to sanitize instruments (see Instrument Cleaning Guidelines posted in chat)
- Purchasing devices for internet connectivity, laptops, and/or supplemental software that would allow for instruction and assessment through virtual means

Uses of funds

- Paying for additional instruction, such as through an adjunct teacher, private lessons instructor, or full-time teacher, to provide remediation in music
- Purchasing materials to set up music classroom with physical distance between students such as masking tape or outdoor tents and/or purchasing equipment, such as a media cart, to make the music classroom mobile. (see Covid Relief Funding in the Music Classroom Blog, posted in chat)

How to access ESSER funding

- The processes for spending ESSER dollars will vary from district to district.
- People who can help: other arts colleagues, building principal, music program leader, fine arts administrator, **school district federal programs manager**.
- Your ask: The students in our music class have needs that can be met through ESSER funding. How can I participate in the planning process for the allocation of these funds?

How to access ESSER funding

- Be prepared with specific requests for funding (e.g., bringing back a teaching position, summer learning programs, additional instruments), along with
 - The estimated cost
 - The rationale behind the need - how is it COVID-related, and why is it important?
- The amount of money on the table is huge, so there's no need to be modest in the size of your request. You might get less than you ask for, but still more than would be possible under normal circumstances!

Department of Education ESSER Guidance

“An LEA [school district] might also address the needs of students arising from the COVID-19 pandemic by using ESSER and GEER funds to implement or expand arts programs, such as music programs, including purchasing instruments...”

ESSER Resources

ESSER Funding Toolkit:

<https://nafme.org/wp-content/uploads/2021/04/ESSER-Funding-Toolkit-2021.pdf>

ESSER Webinar:

<https://vimeo.com/540281724>

President's FY2022 Budget Request

The Biden administration released its [Proposed Budget Request](#) for the federal government in FY22. This serves as a starting point for budget and appropriations discussions in Congress.

Requests include:

- \$36.5 billion in Title I-A would receive \$36.5 billion in FY22, a 220 percent increase over FY21 funding. NAFME supports this proposed increase to Title I-A, which can provide supplemental for a well-rounded education that includes music.
- \$2.15 billion for [Title II, Part A](#), a \$5.5 million increase over last year's funding level. Title II-A funds can be used to support professional development for music educators.
- The President's budget proposes \$1.22 billion for Title IV, Part A, which is the same amount of funding provided for this [highly successful](#) program in the current fiscal year. Title IV-A, authorized in ESSA for \$1.6 billion. NAFME will OPPOSE this request.
- "Full-funding" for the [Individuals with Disabilities Education Act \(IDEA\)](#).

President's FY2022 Budget Request

Next Steps:

NAfME will support budget request increases to Title I-A, Title II-A and IDEA, Part B.

NAfME opposes level funding to Title IV-A when no budget caps exist for the first time in over a decade.

The Title IV-A Coalition will ask organizations to sign on to a letter requesting \$2 billion for FY22 Title IV-A funding. We will need state MEA's support by signing on!



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Open Forum





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Thank you and stay safe!!!

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