



# Show Me the Money for Music Education

Mark Despotakis

Chair, PMEA Advocacy Council

Director of Market Development, Progressive Music

Dr. Dorie Martin-Pitone

Director of Teaching and Learning, Marple Newtown School District



## The Every Student Succeeds Act: A New and Clear Intent to Support Our Nation's Schools through a Well-Rounded Education

**ESEA**  
1965

- The Elementary and Secondary Education Act (ESEA) was first passed in 1965, emphasizing civil rights: **equal access to education for all children.**

**NCLB**  
2001

- ESEA was last reauthorized in 2001 as the No Child Left Behind Act (NCLB), and had many **prescriptive federal requirements.**

**ESSA**  
2015

- The 2015 reauthorization of ESEA, the Every Student Succeeds Act (ESSA), **shifts authority from federal government to states.**
  - ◆ State has authority over standards, assessments, accountability.
  - ◆ State is responsible for enforcing many requirements.
  - ◆ Authority shift is not absolute – some federal requirements remain.



President Lyndon Johnson  
And Miss Katie Deadrich  
Johnson City, Texas  
April 11, 1965



# “Well-rounded” Subjects

## Title VIII, Section 8002 – Definitions

“(52) WELL-ROUNDED EDUCATION.—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”



## Title I Opportunities for Music and Arts Education

Schoolwide - Music as part of whole school reform, including not just academic achievement but school culture/climate

- Each Schoolwide school is encouraged to include activities in support of a well-rounded education in its schoolwide plan, which includes music

Targeted

- Targeted programming for identified students at academic risk, which may include:
  - “using resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education” which can include music



## Title IV - Student Support and Academic Enrichment Grants

- Providing students with a **well-rounded** education (emphasis on supporting access)
- Supporting safe and healthy students
- Supporting the effective use of technology



## Title IV - Student Support and Academic Enrichment Grants

### **Allocation**

Any district that receives an allocation above \$30,000 must conduct a needs assessment:  
20 percent of its grant on safe and healthy school activities  
20 percent to provide a well-rounded education  
60 percent of the money can be spent on all three priorities, including technology.  
(15 percent technology spending cap for devices, equipment, software, and digital content.)

If a district receives an allocation below \$30,000, the law does not require a needs assessment or specific allocations for safe and healthy students or well-rounded education. However, it must spend the money on activities in at least one of the three categories, and the 15 percent technology spending cap still applies.



## Title IV - Student Support and Academic Enrichment Grants

Possibly the area where we can be most successful for arts education

Federal level funding issue

\$1.65 billion authorized amount

\$400 million FY17

\$1.1 billion FY18

\$1.17 billion FY19

\$1.3 billion FY20 proposal

### SUPPLEMENTAL FUNDS

Good news in PA – separate school safety line item in budget



## Title IV - Student Support and Academic Enrichment Grants

PDE Plan Priority:

1. Ensuring Well-Rounded, Rigorous, and Personalized Learning Experiences for All Students
  - a. Increasing Participation in Advanced Coursework for All Students
  - b. Promoting Equitable Access to STEM Education
  - c. Supporting Meaningful College and Career Pathways





## Title IV - Student Support and Academic Enrichment Grants

### PDE Plan Priority:

“The Department will support LEAs’ in their efforts to ensure that **all students have access to opportunities to participate in the arts and music**, and other disciplines that **spark joy and creativity**, and connect students’ talents and interests with opportunities to serve the needs of their communities. The Department will also continue to work with stakeholders to identify opportunities to meet this goal through the implementation of ESSA.”



## Where To Begin To Find Title IV Funds For Music and The Arts

- Look To Your Professional Organizations – Music or Arts Educator Associations
- What does the state ESSA plan say?
  - Pennsylvania's speaks to "well-rounded" education
  - Specifically calls out music -- The Department will support LEAs' in their efforts to ensure that all students have access to opportunities to participate **in the arts and music**, and other disciplines that spark joy and creativity, and connect students' talents and interests with opportunities to serve the needs of their communities. The Department will also continue to work with stakeholders to identify opportunities to meet this goal through the implementation of ESSA." – PA State ESSA Consolidated Plan



## Where To Begin To Find Title IV Funds *continued*

- Seek the experts in your district and find the need
- Work with administrators, teachers and parents
- Important to ask the right questions
  - Do we need to provide more equitable access?
  - Who do we need to provide access to?
  - What would help provide that access? (Stuff, experiences, etc.)
  - How do we prioritize the **what** with the **who**?
- REMEMBER – think of this as additional funds outside of what you’re already doing in your district’s current budget



## What Do You Ask For?

*Here Are Some Examples:*

- Opportunity To Learn Standards Can Be Your Guide
  - <https://www.nationalartsstandards.org/content/resources>
  - Music
  - Visual Art
  - Dance
  - Theater



## *Examples Continued:*

- Equipment – instruments, music etc.
  - Can be a shared piece of equipment – a piano used by band, orchestra, chorus, musical theater
  - Additional instruments to fill the gap of students that don't have access
- Supplemental Instruction – a band and drama camp
- A pilot theater program with a community theatre
  - A program between a community theatre and a second-grade class was designed to introduce the second graders to theatrical performances as well as audience behavior and expectations



## *Examples Continued:*

- Experiences – example – trip to the symphony, a visiting artist
- Professional Development
- Equitable course offerings across a district
  - Equipment
  - Space
  - Additional teacher \*can be tricky
- Performance Space Upgrades



## *Examples Continued:*

- Community Project
  - Example Art Project
  - Visiting Artist
  - Professional Development for teacher offsite
  - History lesson
  - Assemblies for the school
  - Large artwork outside of the school
  - Partnered with local arts agency for funding
- It's about having a conversation to truly find out what the needs are in your district



## State Level Title IV Toolkit

- [www.pmea.net](http://www.pmea.net)
  - Focus Areas
    - Advocacy
      - Title IV Toolkit





# The Process

Dr. Dorie Martin-Pitone



## Title IV



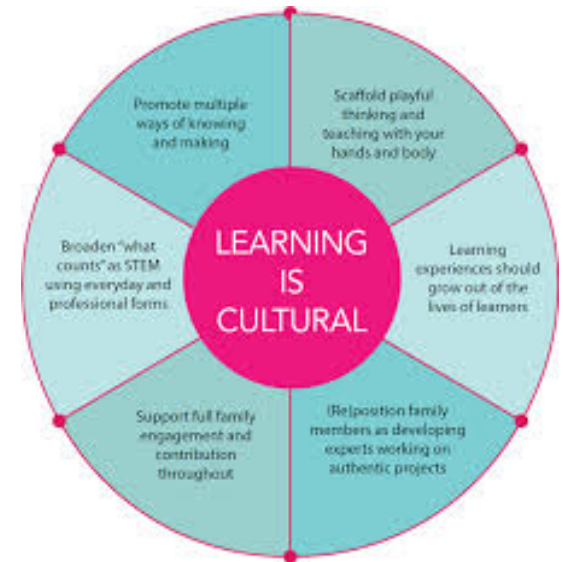
Providing students with a **well-rounded education** including programs such as college and career counseling, STEM, arts, civics and International Baccalaureate/Advanced Placement.

- What does that look like? Sound like? for your school and/or district?
- Whole Child Philosophy
- How can you supplement the existing curriculum to support creativity and curiosity?

# Consideration of all stakeholders...



- Curriculum
- Supervisors
- Administration
- Teachers
- Business Manager
- Students
- Community



PELP Coherence Framework-Harvard University



# Identify Needs and Goals

During an In-Service day the elementary music department spent time reviewing their curriculum and programs. They identified a common need across the district.

- Identified the choral music program
- Increase music literacy and fluency
- Reinforce concepts taught in music such as: dynamics, phrasing, and basic choral techniques
- Professional learning for elementary and secondary ELA teachers how to view and use music as “text” to teach reading and analysis skills
- Music that integrated social studies-multicultural experience
- Provided library for elementary music teachers across the district
- Same music showcased during Night of the Arts and School Concert





Pennsylvania needs to be reopened.

## Content

### Narratives

- ✓ Assurances
- ✓ Well-Rounded Educational Opportunities
- ✓ Safe and Healthy Students
- ✓ Effective Use of Technology
- ✓ Performance Goals

### Carryover

- ✓ Previous Year Carryover
- ✓ Transferability
- ✓ Administrative Costs

### Budget

- ✓ Administration and Indirect Cost Expenditures
- ✓ Equitable Non-Public Share
- ✓ Instructions Expenditures
- ✓ Equipment Expenditures
- ✓ Other Expenditures
- ✓ Budget Summary

## Funding Accountability and Transparency Data

Enter Agency/LEA Information

## Reporting/Guidelines

Project Reports  
Interim Reporting  
Performance Reporting  
Final Reports

## Administrative Functions

Contact Information  
Grant Funding Worksheet  
Routing/Workflow  
Related Grant Applications

**WELL-ROUNDED EDUCATIONAL OPPORTUNITIES**

☐ Check here if you receive less than \$30,000 and will not spend any of your allocation in Well Rounded Education OR if you have transferred 100% of your Title IV allocation into another program.

Title IV requires that any LEA receiving more than \$30,000 must allocate a minimum of 20% for the Well Rounded Education area of the grant.



In the following table, select from the Well Rounded Education category(ies) from the dropdown box and then indicate the amount of funding being budgeted for that category. If "other", describe the activities being supported in the text box below the table. The total amount in the table should be equal to or greater than 20% when completed.

Note: If you receive less than \$30,000, you do not need to spend a minimum of 20% in this category. You must still indicate the dollar amount being allocated to each option you select.

Well Rounded Education Category	Amount Budgeted for this Category
STEM Subjects	\$ 10000
Music and Arts Programs	\$ 2000
	12000.00



## Section Performance Goals

Status: Approved

ing?

**Area** - Select the area that best fits your goal.

**Measureable Goal** - Describe the goal you want to achieve. This should be measurable/quantifiable.

**Baseline Data** - Describe the data that you're using to determine if the goal is met.

**By Whom?** - Indicate who will ensure that the goal is met.

**By When?** - Indicate when the goal will be met.

**Data Source** - Describe the data that will be used to measure the goal. Can be more than one source.

Area	Measureable Goal	Baseline Data	By Whom?	By When?	Data Source	
All-Rounded Educ				End of 2017-18 sch		Add
All-Rounded educational opportunities	Students in grades 4-5 will create either an earthquake-safe structure, design a robotic hand that can pick up a ball or engineer a filter that purifies water.	September: Student "Do Now" journal entries on related thinking on the need for these items in our world. Based on the need how would they design. Students will revisit their original thinking in January and again in May to revise and/or enhance based on the learning that has taken place up to that point in time. Students will also be asked to reflect and journal as to why they made the adjustments to their process or how their thinking has changed. Students may also note what of their original thinking was validated through out the process.	Classroom teachers, Science Supervisor, Federal Programs Coordinator	End of 2017-18 school year	Journal Entries, center work, pictures of process and completed product.	Edit /Delete



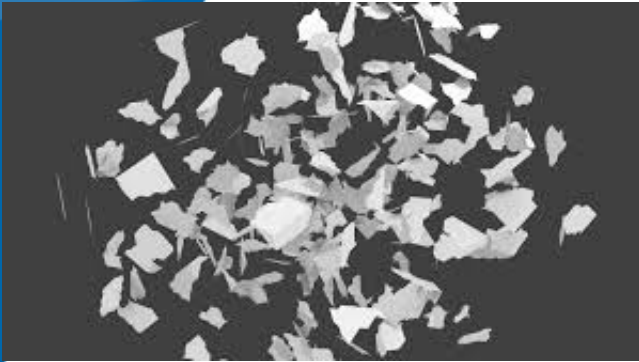
## An example

- A student performance based upon the newly purchased pieces for the music library that demonstrates various harmonies.
- Initial attempts during the process of learning the song, written responses that demonstrate student knowledge of what is required for a harmony and how these pieces of music demonstrate the historical context or culture-(quantifiable-rubric)
- Revisiting of initial responses in “Music Notes” journal with enhancements as to what they would now include in their response at the end of the year





# Blow Up the Box



- ❖ Think beyond “the box”...attempt to be as integrated as possible in your ideas
- ❖ The more perspectives and voices included in the request is inclusive of more vested stakeholders
- ❖ Research how music and the arts are part of integrated programs at post graduate schools of Art
- ❖ Think about College and Career Pathways – what could be needed for those courses or to create a course for a student who would like to follow their passion in the arts into a profession or that major in college



# Q&A



# Thank You!

<https://bit.ly/PMEAAAdvocacy>