

SupportMusic.com Coalition Teleconference
Wednesday, December 15, 2010

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PARTICIPANT LIST (see end of report) – Please send email to supportmusic@namm.org to record your attendance or to correct/amend. Minutes and MP3 files of teleconferences are archived on www.supportmusic.com.

NEXT CONFERENCE CALL: LIVE FROM THE NAMM SHOW, ANAHEIM CA on January 13, 2011

SUMMARY

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Welcome and Overview

(Mary Luehrsen, NAMM)

This teleconference was held live from the 64th Annual Conference of [The Midwest Clinic](#) in Chicago.

Please visit www.supportmusic.com - the site has been updated over the past few months and there are many new resources, including research studies and information about grants / applications.

National Update: What's Up with 112th Congress?

(Narric Rome, Americans for the Arts)

Narric offered a PPT presentation, "Educational Reform in the New Congress: What Could It Mean for Arts Education?"; here are highlights:

The November 2010 mid-term elections produced **major changes in the landscape for educational reform in 2011** and point to a re-set of ESEA. In the Senate, the Democratic majority has been narrowed: Republicans gained six seats, and two incumbent Democrats lost (Feingold, D-WI; Lincoln, D-AR). There are 16 new senators (13 Republicans and 3 Democrats).

In the House, there was an enormous shift: before the elections, Democrats had a +40 seat majority; now the Republicans gained +63 seats, with most gains a result of winning open seats.

There are 94 new Representatives, an enormous freshman group (85 Republicans and 9 Democrats). 56 incumbents lost their seats; this is the largest partisan shift in 70 years.

NCLB has changed drastically since 2001 with just three of the original 10 members still in **leadership positions**: Democrats Rep. George Miller and Sen. Tom Harkin and Republican Rep. John Boehner.

Arts education at the Federal level has had some advances in terms of greater understanding about the impact of NCLB, as well as some stagnation in the measuring of the number of qualified teachers. The recent Federal investment and education policy proposals could translate into national benefits for arts education and/or have positive local impact.

The 2012 election cycle officially began November 3, including jockeying amongst potential Presidential candidates.

Original NCLB Leaders from 2001-02 and those remaining today (in bold):

Democrats

~~Sen. Ted Kennedy~~
Rep. George Miller
~~Sen. Chris Dodd~~
~~Sen. Robert Byrd~~
Sen. Tom Harkin

Republicans

~~Sen. Judd Gregg~~
Rep. John Boehner
~~Rep. Mike Castle~~
~~Sen. Arlen Specter~~
~~Sen. Ted Stevens~~

In the 112th Congress, Miller is now ranking member in the House; Harkin is Chair of Education and Labor Committee; as Speaker of the House, Boehner will have no direct role in ESEA. The new chair, Rep. John Kline (R- MN) and Sen. Harkin will be leaders on the policy side.

In addition to the above leadership changes, there are several significant shifts in the overall education landscape related to **Adequate Yearly Progress (AYP)**:

- According to the Center for Education Policy (CEP), after 10 years of NCLB, 1/3 of public schools did NOT meet AYP
- Variation – 5% of schools failed in Texas, 77% failed in Florida, and most other states fall somewhere in between.
- Projections indicate failing schools will reach 56% in another year or so. As more schools are labeled failing, accountability measurements will be questioned.

Additional changes over the past ten years have impacted the arts education landscape:

- **Advancing technology** – school data systems track student and teacher achievement measures, allowing fine-tuning of school reforms. There are associated privacy concerns regarding how to best use this information.
- **RTTT (\$4 billion) and i3 (\$625 billion)** – major funding competitions attached to the Stimulus Bill (ie, NOT via education policy legislation funding), a \$790 billion bill with Republican support. There has been no bipartisan evaluation of programs, and there are many implementation questions. 11 states got very large RTTT awards, and 34 states changed some policies in order to compete for RTTT. There are questions if there will be a second round of funding and, if so, what will the overall impact be either way? There were @ 1700 applicants and 49 winners of i3 awards

allowing non-profits to partner with schools (and three of them received \$4 to 4.6 million each for arts education focused projects).

- **Growth and reform possibilities of charter schools** – “Waiting for Superman” film gave them broader and positive exposure. Bipartisan support is there and perhaps growing.
- **Common core standards** are a focus, specifically in reading and math; SEADAE and others are working on standards for arts education. Standards have been accepted by 40 states, and there is strong endorsement for national standards in reading and math.
- **IDEA funding, the Federal role in education and NCLB funding** all are of enormous importance because of significant budget pressures. Increases in education funding may not be possible.

The Administration’s position on arts education: The President and First Lady have held numerous arts education events at The White House; the President’s Committee for the Arts & Humanities has added a new focus to arts education; Secretary Duncan has been consistently vocal about narrowing of the curriculum and the importance of a well-rounded curriculum.

In the 2012 elections, 22 Democratic Senators and 10 Republican Senators will be up for re-election. Presidential hopefuls have already started jockeying.

SupportMusic Coalition members are invited to attend Americans for the Arts’ full hour-long webinar on these subjects on January 11. It will include arts leaders commenting about Federal, State and local level impacts as well as a Q&A session. Details:

**Education Reform in the New Congress: What Could It Mean for Arts Education?
Tuesday, January 11, 2011, 3:00pm-4:00pm**

After a decade of debate since the last major education bill, is it time for action? According to President Obama, Education Secretary Duncan and leaders in Congress, education reform is one policy area that could find bipartisan agreement in the new Congress. However with limits on federal spending, new players in town and different ideologies there’s a lot of reasons why it may not happen.

Join this webinar to view a presentation by Americans for the Arts Director of Federal Affairs **Narric Rome** as he demystifies the issues and impact of federal K-12 arts education policy, identifies the federal movers and shakers in education reform for 2011, and speculates what federal action could mean for arts education at the state and district levels. The webinar will offer Q&A opportunities for the webinar participants and will include the following national arts education leaders as Commentators:

Heather Noonan, Vice President of Advocacy, League of American Orchestras

Debora Hansen, President, State Education Agency Directors of Arts Education (SEADAE)

Richard Kessler, Executive Director, The Center for Arts Education (NYC)

Register here: <http://eo2.commpartners.com/users/afta/session.php?id=5769>

When registering, members of the SupportMusic Coalition should choose the option “Americans for the Arts member.” In the box where they enter their e-mail address, instead they should enter “SUPPORTMUSIC” and continue through the registration process.

Guest Moderator: Marcia M. Neel

Music Advocacy: Moving From Survival to Vision

(John Benham, John Benham & Associates, LLC)

John Benham's new book is not about the philosophy of music education; it assumes readers agree with his premise that "access to a quality music education is the right of every student and the responsibility of every school district and community". It covers Benham's 30 years of work in saving music education programs, **focuses on what is not taught in college**, and is divided into two parts:

The Basics of Advocacy – the role of the coalition and how the school system and school board functions, as well as info about the music education profession.

The Process of Advocacy – crisis management, the budget, educational reform, and details how to uncover information, what to do and how to avoid cuts.

The book also includes a glossary of "educese," selected resources and a useful analytic tool, the Public School Music Participation Survey. The book may be purchased from the publisher (Rowman & Littlefield Education) at 25% off for MENC members, and is also available on Amazon.com

Music Achievement Council Activities & Revised Website

(Rick Young)

The Music Achievement Council (MAC) is a very action oriented non-profit organization sponsored by National Association of School Music Dealers (NASMD) and NAMM, and it is **focused on supporting instrumental music programs in schools**. MAC views music teachers and band and orchestra directors as the key to help improve the recruitment and retention of instrumental music students.

Its all-volunteer Board of Directors consists of three NASMD representatives, three representatives of manufacturers and suppliers of instrumental music products, and one representative from NAMM: Joe Lamond (NAMM), Steve West (West Music Company), Bill Harvey (Buddy Roger's Music), George Quinlin (Quinlin & Fabish Music Co.), Doug Lady (Hal Leonard Corporation), John D'Addario (D'Addario & Company Inc.) and Rick Young (Yamaha Corporation).

Two resources – "**A Practical Guide for Recruitment and Retention**" and "**Tips For Success**" – are highlighted on its newly updated website. Both are designed to be especially valuable for new teachers and music education majors, as well as established educators. The "Guide" has been endorsed by many highly visible music education/advocacy leaders, and details the combined experience of successful music educators and school music dealers, from setting up a calendar and meetings to checklists, parent letters and a customizable disc including forms, schedules and much more. "Tips for Success" features ten tips and supplemental videos on topics ranging from music program content to building stakeholder support to fiscal procedures.

The new site was designed to appeal to grassroots, MEAs, retailers and schools; presentations and mailings are targeted to new educators, college methods classes and young teachers.

For more information, please visit www.musicachievementcouncil.org

Conn-Selmer Institute as Seen Through the Eyes of the Music Administrators

(Tim Lautzenheiser)

Conn-Selmer's Division of Education is working to help **get tools into the hands of young teachers, and is committed to get to people who are decision makers** and to leverage this information to impact the landscape. During a recent presentation, one young administrator

was interested in data and research to support the value of arts education, and participated with Dr. Tim in a simplified exchange along the following lines:

Dr. Tim: 'Every child should be in music courses.'
Administrator: ' But, every child's not good at music.'
Dr. Tim: 'Do you teach math at your school?'
Administrator: 'Of course.'
Dr. Tim: 'But every child's not good at math.'
Administrator: 'But they need math to live a better life.'

They've since traded many emails, become friends and the administrator has added three music teachers to his staff. **Bottom line:** Sharing information and raising awareness among decision makers is a big part of our job as advocates.

The 13th annual Conn-Selmer Institute will be held on the Bethel College campus in Mishawaka, Indiana on June 11-15, 2011. Marcia Neel will be there and Mary Luehrsen is giving the keynote address. To register for CSI 2011 and for further details, visit www.csinstitute.org

Pennsylvania Alliance for Arts Education

(John Broomall)

Philadelphia is the 10th largest school district in the country, and the PAAE has a very active coalition of teachers, professionals and parents. Over the years, they have effectively resisted efforts to privatize music instruction, as well as previous moves to eliminate board administration of music instruction. They were successful in getting the School Reform Council of Philadelphia to include music and arts in every school in the city, and have gotten \$50 million in appropriations to support it.

Their current challenge involves 76 Class Instrumental Music Teachers (CIMP) who are working with @ 10,000 students throughout the city and **a proposed change in the budgeting process**. In the current system, funds are maintained centrally in a \$6.4 million fund. There is a proposal to change to weighted student funding and to place monies in a general fund. If adopted, principals would be charged directly from their budgets – at a rate of \$20,000 per day per teacher – leaving open the possibility that funds would be used for other purposes (note: this happened in the past and 80 schools now have no programs as a result). One vote has been reversed; the next step is to convince the School Reform Commission to maintain the Central fund for another year. At this point, instrumental music and athletics are the only two areas recommended for exemption from weighted student funding going forward. The PAAE wants to save the 76 teaching positions for 10,000 children and is focused on achieving equity by re-introducing music into the 80 schools currently without programs. Some kind of private/public partnership and \$3.3 million a year is needed.

A vote of the School Reform Commission has been re-scheduled for January. Pennsylvania is facing a \$3-4 billion structural deficit and money will likely be taken from education. They are **seeking advice and support**. John Benham and Jaclyn Shea will connect with him offline; others with input are encouraged to get in touch. For more information, visit www.philasd.org

Local Advocacy: The District-wide View from Clark County, Nevada

(Diane Koutsulis, Director of Bands, Green Valley High School; Rick McEnaney, Coordinator of Fine Arts, Clark County School District; Marcia Neel for Larry Mason, Board of School Trustees)

The Clark County School District is in southern Nevada; it is the 8th largest district in the U.S.

Nevada has no state income tax; all education funding comes from sales and property taxes. In this current economic climate, sales tax revenues have decreased dramatically. Las Vegas is the foreclosure capital of the U.S., and property taxes decreased accordingly.

The State Legislature meets once every two years for 120 days to determine the budget for the coming two years. It's a bleak situation for school districts but, at CCSD, there is **very strong arts support in place from staff and school board who are committed to keep the arts in schools.** Despite budgetary concerns about potential cutting of teaching positions, students do have to be in a classroom, no matter what. And, since most music and arts classes are very large, it would take 2-3 teachers to teach the same size class.

From the business side, principals realize that if they keep music & arts education, they can then have smaller AP and IB areas. Large class size numbers, for example, 120 in concert choir class, help create more security for music education programs and thus retention of students in those programs is paramount. Teachers and parents have to work hard, together, and sometimes have to step out of their comfort zone.

From a district perspective, it's important to **keep programs in the public eye to keep them healthy.** This means support from the Administration and Board of Trustees, but also parents and teachers and site-based administrators. Charts, numbers and graphs tell the story, and it's often true that the safest place to be now is in front of a class of 240 in the performing ensemble schedule.

However, the bigger issue is that though big numbers will sometimes save programs, **principals and upper level administrators are being told to raise test scores.** Nevada is now grappling with those schools with the dual problem of not enough staff and teachers with huge programs as well as coming to grips with **how to remediate students.**

In Clark County, where a site-based management system is in place, the district sets the policy and the principals run their schools. They are fortunate to have a very positive and very visible program, and great teachers who are willing to take it out into the community and get it into the press and build the grassroots supporters.

A few years ago, during the interview process to select a new superintendent, the CCSD Board developed a new policy requiring growth in CCSD fine arts programming and made it a provision of the ENDS evaluation for the position. **Recommendation:** if your school district does not currently have such an evaluation policy in place, approach a Board member who will initiate the process to put it into district policy.

NEXT MEETING: JANUARY 13, 2011 – LIVE FROM THE NAMM SHOW, ANAHEIM CA