

**SupportMusic Coalition Call Transcript with Secretary Duncan**

**NAMM Foundation, August 18, 2009**

**1:00 p.m. Eastern Time**

*Operator: Good afternoon, ladies and gentlemen, and welcome to the SupportMusic Coalition Conference Call. Just a reminder, today's conference call is being recorded.*

*I would now like to turn the call over to Ms. Sandra Jordan. Ms. Jordan, you may begin.*

Sandra Jordan: Thank you, Nadine. Good afternoon, everyone, and welcome to this special teleconference of the SupportMusic Coalition. My name is Sandra Jordan. I am the Associate Director of Public Affairs and Government Relations for NAMM, the trade association for the global music products industry. The SupportMusic Coalition is a public service initiative spearheaded by the NAMM Foundation and by MENC, the National Association for Music Education.

Our group has grown in the past few years to well over 200 music, arts, parent, and other civic organizations and school districts that are united in support of a complete education that includes music and arts instruction for all children. Together we reach over 7 million concerned citizens. If you are on this call and your organization is not yet an affiliate of the Coalition, please contact me at [sandraj@namm.org](mailto:sandraj@namm.org), and I'll send you additional information on how to participate. You can meanwhile access advocacy tools and resources, as well as view a scrolling list of affiliate organizations at [www.supportmusic.com](http://www.supportmusic.com).

Last October when Mr. Duncan was a guest panelist on behalf of the Obama campaign at an education town hall meeting of the Council of Great City Schools, he responded in favor to a question regarding the importance of music and the arts in a well-rounded education. He did the same in remarks given to the National School Boards Association in April, just after being sworn in as the Secretary of Education. Now he has produced a letter to the education community that reinforces the arts as a core academic subject and itemizes ways to seek federal support for quality arts programs. It is an honor to have Mr.

Duncan, Secretary of the U.S. Department of Education, with the SupportMusic Coalition today.

After our conversation with Mr. Duncan this morning, a few participants will join the call, so please keep listening. Again, there is no video portion on this call; only audio, and thanks again for being with us.

At this time, I'd like to introduce Mary Luehrsen, Director of Public Affairs and Government Relations for NAMM, and turn the call over to her. Mary.

Mary Luehrsen: Thanks, Sandy, and thanks to everyone that's on the call. Secretary Duncan, I again add our thanks. It's a great honor to have you with us today. This is our largest participation on a Coalition call. At this time, we understand we have about 1,500 people listening to this via webcast and about 250 people on the conference call itself. In the last few days, we have circulated your letter to about 1.7 million music and arts education advocates, parents, teachers, school administrators and community leaders, and that number is growing as we speak.

So Secretary Duncan, again thank you for your time today, and we welcome your remarks after which we'll share a few questions - over to you.

Secretary Duncan: Thanks for the opportunity. Sandra, I want to thank you for helping set up the call and thanks to Mary and Leo for doing all the hard work pulling us together today. I'll make some very brief remarks and then open this up for any questions folks might have.

The Elementary and Secondary Education Act (ESEA) defines arts education as a core subject. Districts use their Title 1, Part A of ESEA funds to improve the achievement of disadvantaged students. Title 2 of ESEA can be used for professional development of arts teachers and for strategic partnerships with cultural arts and other nonprofit organizations. Two months ago, as all of you know, the 2008 NAEP (National Assessment of Educational Progress) Assessment of Music and Visual Arts was released. It reminded all of us that the arts are part of a complete education and requires kids to use creative and problem-solving skills. Arts education plays an essential part in children's

education. It enriches their learning experience and builds skills that they can apply across the curriculum. The arts can play a significant role in programs that extend the school day and the school year. The Department of Education and the White House are working to promote the importance of arts education.

Local districts can use State Fiscal Stabilization Funds under the American Recovery and Reinvestment Act (ARRA) for Arts Education, along with other district expenses. The 2010 budget includes \$38 million in specific programs supporting arts and music education. In May, the First Lady spoke about the importance of arts education at the opening night of the American Ballet Theater in New York City; and in June, the White House kicked off their music series with a Jazz Workshop hosted by the First Lady; and last month in July, I participated in the White House Country Music Workshop, and we'll be sharing the video of Brad Paisley's concert at the White House. Next school year, NCES (National Center of Education Statistics) will survey thousands of school principals and arts specialists about the conditions of arts teaching and learning. Most importantly, support for arts education must happen at the state and at the local level. And as you know, 90 percent of education funding comes from the state and local agencies.

Thanks for all of your hard work today and for your support of the arts and giving our children the opportunity they need to grow and to learn. I'll stop now to open this up for any questions you might have. Thank you.

Mary Luehrsen: Thank you, Secretary Duncan. This is Mary again. I have compiled a few questions on behalf of the group.

Secretary Duncan: Sure.

Mary Luehrsen: For folks that are on the line, if along the way you want to e-mail me at [maryl@namm.org](mailto:maryl@namm.org), and as our time permits, we'll work in as many questions as we can.

Why was it important at this time for you to issue this letter concerning arts education?

- Secretary Duncan: I think it's important at any time. But I think particularly in times when budgets are tough, we all worry about the loss of the arts and the narrowing of the curriculum. I'm on this Listening and Learning Tour and traveling the country. I've been to 25 or 26 states now, and a consistent theme I hear from students, teachers and parents is a real worry that their students and children aren't having that chance to have a well-rounded education. There's just a tremendous desire, a tremendous appetite, as you all know, out there for the arts. And so we want to especially shine a spotlight on this issue and get folks thinking about it and trying to have people think about the long-term benefits of providing these opportunities, particularly for children at a young age.
- Mary Luehrsen: On this Listening Tour, have you had an opportunity to hear lots of music groups and see students' artwork? Has that been part of your experience in schools?
- Secretary Duncan: It has, and obviously we have extraordinarily creative children around the country. That's the real fun part. But the more sobering piece of this, again, frankly is in too many places I'm hearing about the loss of the arts – whether it's before school, during the school day or after school. And that's what we're trying to push against.
- Mary Luehrsen: Great. Thank you. Considering the status of the common core standards and accountability that are now part of policy conversations, what role does arts education play in advancing the Department of Education's goal for reform? And if I might add, whether there is concern for data collection on the state level concerning access to arts education.
- Secretary Duncan: Well let me take the second one first. Obviously part of this survey is that we really want to understand what's out there, what's working, share best practices and identify where there are big gaps. We need to fill the gaps between districts and states and nonprofits. One of the things I did a couple years back when I was the CEO of the Chicago Public Schools was to do a comprehensive survey of the arts in our schools. We had some phenomenal things going on, but we had some places where we weren't doing enough, so I think real transparency in the data is a start of a very important conversation.

In terms of standards and even looking forward to reauthorization of the No Child Left Behind Act (NCLB), one of my real concerns that I've seen over the past couple years under NCLB is that the focus is only on those things that are tested: math, reading and a little bit of science. I think arts for art sake is hugely important. I think arts obviously have a huge correlation to math and music. So how do we get – without losing our sense of accountability – folks to stretch a little bit and understand why this is the right thing for so many different reasons; how students who have exposure to music and to the arts at a early age; how that will help math and that will help reading. As we think not just about these standards, but we think about NCLB reauthorization, and this is easier to talk about and it's harder to do, but I really want to try and figure out how we create incentives for folks not to narrow the curriculum and to continue to give a complete comprehensive set of activities and experiences for children. It's something I'm concerned about as we start to move in this direction. I really want to be thoughtful to make sure we're incentivizing the kinds of behavior around the country that we think is right for children.

- Mary Luehrsen: Thank you. I will say that within the SupportMusic Coalition, there is a great concern for the state level data collection for arts education, and there are also some creative resources and activities going on in this area. So at the right time, please add us to your list of ways that we can be helpful to you with this process. Sometimes just asking the question of what is being offered advances the opportunities in arts and music education.
- Secretary Duncan: Exactly. I think these types of surveys by definition create a conversation that we have to have.
- Mary Luehrsen: And there's lots of activity that we can bring to you at the right time. Again, please put us on your list of resources of people that are worrying about this along with you.
- Secretary Duncan: I appreciate that. We also have a large amount of money for states to apply to upgrade their data systems and so there's really opportunity out there. We are trying to do everything we can to be transparent around this. And again, the more

we understand the truth, the good, the bad and the ugly, the more we can improve and challenge ourselves.

Mary Luehrsen: Right, and too often historically a question about arts education has just simply been missing.

Secretary Duncan: Right.

Mary Luehrsen: I think an inclusion along the way would be helpful, and we stand at the ready to be of assistance. There's been a lot of worry; I would say concern and excitement, around the stimulus funds that are available to education. As we all know, an unprecedented amount of funds is entering the picture. We're very grateful for that. But, I think there is a question within the arts education field of how can communities use these funds to sustain and expand opportunities for arts education. Maybe if there's a way you could demystify this a little bit in terms of the arts education side of it, it would be helpful.

Secretary Duncan: We basically are trying to give schools and school districts and States a lot of flexibility. I've always sort of joked that before I came to Washington, I didn't think all the good ideas were here in Washington. Now that I'm in Washington, I know all the good ideas aren't here in Washington. We're really trying to empower folks at the local level to be creative, to be innovative, so there's actually a tremendous amount of flexibility as to how schools and school districts and states can use the stimulus funds.

As you said, it is unprecedented amount. We're trying to do two things. We're trying to really save teacher jobs, and we think we're going to save by the time school opens this fall literally potentially hundreds of thousands of jobs that would've been lost. We'll keep those teachers teaching and keep children in classrooms, which is critically important. We're trying to get dramatically better. We didn't want to take a step backwards.

We're also looking for districts to be creative about finding ways to close the achievement gap and to continue to raise the bar. Where folks have a real commitment to the arts and where we know that can make a real difference in

student's achievement, there's an absolute opportunity here to expand upon those programs that are working or to save them if the budgets are so tough that they may get cut. So there's lots of creative flexibility here for states and for districts. Not just the stimulus dollars, but all the competitive grants that we have coming: the \$4 billion Race to the Top Fund, the \$650 million Innovation Fund. Not just unprecedented money going out in the stimulus, but unprecedented discretionary dollars, competitive dollars that folks that are really doing some creative things can take to scale. We hope arts organizations and art partnerships with districts and states will be actively pursuing those competitive opportunities that are coming very, very soon from us.

Mary Luehrsen: I think that is a very important reinforcement at this time concerning the Race to the Top Funds. Again, the word that has reached us is that these funds are very specific to a STEM (Science, Technology, Engineering, Math) initiative. But hearing this reinforces that our local and state level networks need to push into that funding opportunity, is that correct?

Secretary Duncan: That's absolutely right. We want to support and scale up what works, where we see data where the achievement gap is being closed and where the bars being raised for everyone, those two things – closing the gap and raising the bar – and obviously the arts, can be a huge piece of that puzzle. And it is in many places. And where it's working, we frankly want to do an awful lot of more of it.

Mary Luehrsen: So I think we need to take this message, some of us, to our state leadership as well as to those who we think have a sense that these funds are just limited to the STEM initiatives.

Secretary Duncan: No, no. That's absolutely not correct.

Mary Luehrsen: All right. This is very important. We'll make sure this is reinforced as we do post communications about this, and I say to all my colleagues on the call to echo this going forward because we have been encouraging people to think creatively about what's working in their communities and push these initiatives up the line to where these funds for the arts can be accessed.

Secretary Duncan: That makes a lot of sense.

Mary Luehrsen: Thank you for that. I thank all of you that have e-mailed me in the last few minutes, I am trying to consolidate your questions, and I think Secretary Duncan has answered many of them already. There might be a way for us to communicate with your office for some follow-up, and we welcome that in the next few months. But our last question is: What should education and community leaders and parents do to ensure that schools provide students with access to quality arts education programs? You've outlined many avenues available in this new administration, but also from your background with Chicago and working with a very complex urban school district, you've seen many, many things in your education profession, I just welcome your thoughts about this: What do we do as local advocates?

Secretary Duncan: I'd say three things. First of all, I think there are obviously phenomenal programs going on around the country. We can't do enough to highlight those successes and demonstrate what's possible. We have more pockets of excellence. We have more islands of excellence than I think at any time in recent history. I don't think we do a good job of sharing those practices and celebrating them and letting folks know how critically important those opportunities are. So where things are really world class, shining a big spotlight on them, recognizing them, rewarding them, learning from them is hugely important.

Secondly, supporting these kinds of creative partnerships, I think, as you guys know, school districts can't do this alone. There are so many phenomenal arts groups and nonprofits out there really building upon those collaborations that are hugely important.

And the final thing is that parents have to frankly push for this and demand it. Our job as educators is to listen to what parents and students are telling us. And where there's passivity or where there's not an appetite or demand, it makes it harder. So I'd push at all those three things – better recognition and rewarding success and excellence, and sharing those best practices; supporting the really creative and collaborative partnerships that create these opportunities for students; and really encouraging and empowering parents to make sure that this

is the norm rather than the exception. I think those three things together would all be and continue to be very helpful.

Mary Luehrsen: That's great, Secretary. Do you have any final thoughts you'd like to leave us with?

Secretary Duncan: Thanks so much for your leadership, and thanks to all of your partners there. This is a really important time, and please thank Leo for me as well.

Mary Luehrsen: Thank you. And before you go off the call, I would just also like to thank Peter Cunningham, Assistant Secretary for Communications and Outreach at the Department of Education, for his assistance in developing and sharing this message nationally and for his sincere belief in the vital role that music and the arts playing in the lives of all young people, including two very important young people in his life.

Secretary Duncan: Peter's one of our resident star musicians, so he's not going to let us not take this seriously.

Mary Luehrsen: Right and the door is open to all of you to join us in January at the NAMM Show, as it is with all the folks on this call. So, Secretary Duncan, we will let you leave us now, and we're going to continue with a follow-up with our folks on the network here.

Secretary Duncan: Thanks for your leadership. Take care now.

Mary Luehrsen: Thank you so much.

Sandra Jordan: Thank you.

Mary Luehrsen: So thanks everyone. We will have a transcript and an MP3 of this conversation with the Secretary available as soon as we can on supportmusic.com. We have a post release about the call that will be released just as this call is finishing, and it will be going out to all wire services. We'll be looking for pickup on that. Sandy, I would encourage us to send it out to the Coalition after this call.

Sandra Jordan: Yes.

Mary Luehrsen: We are also working on a mechanism for us collectively to call and to write the Secretary to thank him, so look for that as well on supportmusic.com and the nammm.org Web sites. These things take a little time to get ready, so please be ready for that.

I'd like to now invite three folks that we have had on standby to provide a little post-conversation discussion. We're sorry that we can't invite all 2,000 of you to participate. We needed to structure our call this way at this time. So I'd like to invite Mike Blakeslee, the Senior Deputy Executive Director of MENC, and partner in our development of the SupportMusic Coalition, to start. Mike, are you on the line? He should be entering the call shortly, let's hope. Heather Noonan is on too. Heather, are you on the line yet?

Mike Blakeslee: Yes, I am.

Mary Luehrsen: Hi. And Heather Noonan, are you on? Heather is Vice President for Advocacy for the League of American Orchestras. Heather?

Heather Noonan: I'm here.

Mary Luehrsen: Hi. And we also have Mark Goff, who is President of Paige's Music in Indianapolis, Indiana, who is a member of NAMM's Executive Committee. Mark, are you with us?

Mark Goff: I'm here.

Mary Luehrsen: Great. So we're going to start with Mike. The question to each of you is a question that I think is relevant to the whole Coalition and anyone that's been involved today on our call: How can we use this letter from Secretary Duncan and the subsequent transcript of his message that we'll have available? How can we use this information that we heard today to advance support for music education in our local schools and communities? So, Mike, I'd love to hear your perspective from MENC.

Mike Blakeslee: Sure. Well, I think we're going to use them for what they are and that's very powerful ammunition for advocacy. Obviously, we're going to be sending out all these materials, as we already have to begin with, to our leaders of our affiliated state associations and to our members. We're going to be making sure it's included with all the materials on the SupportMusic Coalition Web site and database for people to use down the road.

But along with a letter, I think we're going to suggest to some of our folks ways that they can use these, depending on where they sit. So teachers in a local school can use it to help their principals, their colleagues in other subjects, PTA and community leaders to understand that even the officials, including the top official in the U.S. Department of Education, understand the importance of arts education.

Those of our members who are very active at the school district level can use it to reach out to their decision makers especially on funding with information that those decision makers may not know or may have forgotten. Those of our members who are active at the state level can reach out to all those who hold the purse strings, and that's both on the administrative side and on the legislative side, to clarify their thinking on what is possible in education funding to reach the whole child.

So basically we're going to recommend that a letter be used to help those decision makers do the right thing for the children in their schools. I want to point out that it's a really good time for this because it's back to school, as the Secretary pointed out. Now when we do this, we're going to urge everyone to remember that there really aren't people in power at any level, whether they are at the local school or up to the Secretary of Education, who really dislike or disagree with music education. They don't wake up in the morning and rub their hands together and say, "I'm going to go get that music program." But they're just trying to make hard decisions in hard times, and we have to remind them of the stakes for the schools, for the kids and for the communities. The words of the Secretary both in his letter and in some of his ad hoc words today are really powerful in that way. So we're going to help and hope to positively influence those decision makers in what is going to be a really challenging year.

Is that going to mean that every music program or every arts program everywhere is going to have money fall on them from heaven? Well no. But we do hope it'll help them leverage some recovery funds and hope to get some administrators to recommit to an importance of arts education.

Now you said at the local level, but Mary, I also have to ask – add – that we can use this at the federal level. We can use this certainly, referring to the Secretary's words, to remind him and his senior staff that: "The arts can help students to become tenacious, team-oriented problem solvers who are confident and able to think creatively." As a matter of fact, we're using those words in our communication on those Race to the Top Funds. Because after all, even the Secretary, as good a guy as he is, may sometimes forget the importance of arts education as he deals with all those problems he's terribly busy dealing with. He's a busy guy. So we just have to take responsibility to not let him down through our communications with decision makers at the local level ever forgetting for long enough that the kids lose out.

Mary Luehrsen: Thanks, Mike. I think it was very interesting how he emphasized in talking about the Race to the Top Fund that we as a field have a real important role to push into the process.

Mike Blakeslee: Absolutely right.

Mary Luehrsen: And I think that we did ask pretty directly about the messages coming down only about STEM, and I think we will see how we can elaborate on that maybe in a special update. But it is important that we participate in the grant process. It's complicated. It's not easy. It's probably new territory for lots of folks. Maybe we can get some more advice on the grant process and try to understand it better. Thanks Mike.

Heather, I'm going to go to you in your role as Vice President for the League of American Orchestras, representing nonprofit associations, symphony orchestras across the country, how do you perceive that this letter will be important, and also in your role leading the Arts Working Group, which is a legislative activity

that combines the arts disciplines to work for arts education law. So, Heather, go to it.

Heather Noonan: Thanks, Mary. I just wanted to reiterate something that both you and Mike have said which is how fortunate we are for the timing of these messages coming out from the Secretary. As everyone knows, states and localities are very hard pressed in these current economic circumstances because they're making some really tough choices about education priorities and having these kinds of messages helps us to be able to leverage the arts as legitimate core academic subjects of learning.

The League of American Orchestra participates, as you mentioned, in the National Coalition, whose efforts are in support of improved arts education policies at all levels. It's an ad hoc coalition of national arts and education groups. We call it the Arts Education Legislative Working Group. It comprises more than a dozen national organizations that form a consistent message for direct advocacy both to Congress and the administration in Washington, and we also coordinate and maximize our grassroots arts education advocacy efforts at the state and local levels. The SupportMusic.com Coalition has played a key leadership role in galvanizing those messages in support of music education and likewise this ad hoc coalition helps to advance arts learning for all disciplines.

There's something that Secretary Duncan said that I think bears repeating which is that 90 percent of the funding policy decisions come from the local, state and private levels. So while they're important policy decisions being made in Washington, the most important education policy decisions are made by state legislators and local school boards. So as national service organizations, we're active in influencing the policy decisions in Washington, but it's really essential to be able to do this coordinated advocacy effort at the local and state levels.

We're going to be working, as Mike and MENC are, at disseminating this letter as widely as possible into those state and local advocacy networks and to encourage use of it by parents, educators and community-based organizations, and it can be a really useful tool to when communicating with state and local

policymakers. The statement I think clearly emphasizes two key points that bear repeating and emphasis by advocates.

One is that under the federal law, the arts are a core academic subject of learning. As arts advocates, we know this well, but we often take for granted that the public and policymakers fully understand the inclusion of the arts as a core academic subject. The second point is that state and localities can use federal funds to supports arts education opportunities for all learners. It was very helpful to hear a little more texture from the Secretary regarding the Race to the Top Fund. As Mary mentioned, there is a preference articulated in that for STEM-related projects, but we should be encouraged to really take advantage of this opportunity to try to get the arts on the map and accessibility to the funds and having a statement from the Secretary will surely be helpful in that.

The other thing that's pointed out in the letter that is right for action at the state and local level is that the Secretary indicated we have some evidence, some core evidence about students not having equitable access to a high-quality arts education. And while the U.S. Department of Education is currently serving schools to get a better understanding the status of arts education, it's really essential that state and localities likewise commit to collecting comprehensive information about the status and condition of arts education in our nation's schools. With that information, we can more powerfully assert ourselves into the policy dialogue. So while disseminating this letter, we'll also all at the national level be encouraging advocates to prompt serious discussions about arts education by advocating at the local and state level for accurate data and accountability about how much and what kind of arts instructions students foresee.

I wanted to mention that the Secretary articulated two overarching policy priorities for the department, closing the achievement gap and raising the bar for student expectations. We have spectacular evidence that addresses how the arts help to meet those two priorities, while at the same time supporting the value art of the arts as a core academic subject in its own right, and this is a wonderful time to be leveraging those arguments. That information is available on the

supportmusic.com Web site and on the Web site of the Arts Education Partnership ([www.aep-arts.org](http://www.aep-arts.org)).

And then finally, I wanted to thank NAMM and the SupportMusic.com Coalition for making this call possible.

Mary Luehrsen: Thanks, Heather. In what both you and Mike have said, I'm reminded once again that this is a new day. These are a new set of operating principles and rules in certain ways, and we have to assertively move forward with our beliefs in what we know and with what we know is working. There's an opportunity for us to have a new version of a task force or a working group to inform folks, and I think the AEP (Arts Education Partnership) is working on it.

Mary Luehrsen: Okay. I'll move on to Mark Goff. Mark is a community music retailer in Indianapolis and a long-time supporter of various music education programs. Mark, I welcome your thoughts on how we can use this letter and messages locally for music education.

Mark Goff: Thank you, Mary. Can you hear me?

Mary Luehrsen: I can hear you.

Mark Goff: All right. I represent primarily school music retailers who work daily to support music education. A lot of our retailers are providing in-school assistance. We're the guys that get in the van and deliver the instruments, pick up the instruments, do repairs on the spot, all those types of things that help keep instrumental music going. I guess some of the things that I heard and that I feel that we can do – that we can do the best – is to, number one, use this as an opportunity to shine a spotlight on music education. Any opportunity we have to shine a spotlight on the value of music education, we ought to take advantage of. Certainly this letter from the Secretary of Education gives us a new tool to do that.

So how might we as music retailers take advantage of that? I think the real key is leveraging the relationships that we have. We have relationships daily with band and orchestra teachers, with parents, with students, with music education

administrators and with school board members. What we need to do is get the message out and use this letter as another tool to do it. Probably the best way that we can do that is coordinating our efforts with state and local music education and arts education organizations so that we're communicating the same message and then taking an advantage of the tools that are available.

One of the greatest tools we have in supporting music education is the story of the student. I don't know how many times over the years I've been personally moved by the story of a student and the impact that music has made on his or her life. What I suggest we do as a group is combine that letter from the Secretary of Education and the bullet points that come from it with a heartfelt, personal story from a student; then encourage directors, band and orchestra teachers, school music teachers to share those stories along with the letter with their parents, administrators and school board members, using this package as a way to shine a spotlight on the value of arts education and to remind them that we do have the ability, the funding, and the resources to provide quality arts education. It's another opportunity for us to shine a spotlight on that.

Mary Luehrsen: Mark, spoken like a true Secretary of Education as we closed our conversation with him and he gave us three pointers. Let's highlight successes and shine the spotlights. So great thoughts.

Sandy, I think that we're right on our timeline. I want to thank Mike, Heather and Mark for helping us. It's really a call to action for all of us. This event is important, but it's only as good as our ability to carry it forward in our organizations, which we encourage you to do by publishing the letter, posting the letter. As I said, we'll have the transcript and the MP3 up as fast as we can. We encourage lots of activity with this, and we're also going to try to find a way for us to thank Secretary Duncan through some type of e-mail or letter, and we'll be doing that as a follow-up as well.

So, Sandy, I'll turn it back to you. And thanks, everyone.

Sandra Jordan: Thanks, Mary, Mark, Heather and Mike. As always really thoughtful comments and we regret that we can't open the call so that others can speak. It's just

become too large a group. But I know that I feel you're all there with us, and we're there with you.

Our next call of this Coalition is going to take place on Thursday, September 24th. So those of you who are Coalition affiliates will receive information on how to dial in for that. And if you're not currently an affiliate or your organization is not currently a member of the SupportMusic Coalition, I invite you to send me an e-mail at [sandraj@namm.org](mailto:sandraj@namm.org) so that we can arrange for you to become a part of this group.

As Mary said, the transcript and file will be posted shortly, but we have to review it with the Department of Education, so please bear with us. We're working as fast as we can on this.

If you dialed in on the phone line, not by the webstream, please send me an E-mail so that I can note your participation in this call. And once again, thanks to everyone. Thanks to the Steering Committee for their guidance, to the Public Affairs staff at NAMM and to everyone on this call for all your passionate advocacy for music and arts as a part of a complete education for all children. It's great to do this work with all of you. Thank you.

*Operator:*

*Thank you for joining today's conference call. You may all disconnect at this time. This concludes your conference.*