


Music Education Advocacy and Public Policy in Pennsylvania

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Director of Market Development, Progressive Music

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Who Am I?

- Background in Communications (CNN)
- Background in Teaching (Baldwin High School)
- Started in Marketing at Progressive Music
- Worked into the world of advocacy and public policy
- Started to shift Progressive Music's focus to helping teachers build their programs and make more music makers
- Chair PMEA's public policy and advocacy council
- Serve on NAFME's Advocacy Leadership Force

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What do you need to know?

- Why do we advocate?
- How has PMEA chosen to advocate?
- What have we done in the past year?
- How do we work outside the organization?
- How do we fit into the current political landscape?
- How can you easily advocate?



Why Do We Advocate?





Why Do We Advocate?




How Has Music Education Impacted Your Life?



Read The Stories Of Over 1,400 Pennsylvanians That Believe In The Power And Value Of Music Education

March 2015






How Has Music Education Impacted Your Life?

- I know this sounds cheesy, but music makes me who I am. It's hard to understand if you've never picked up an instrument before, but when you play music it's like you can express yourself however you want. Music helps me learn about myself, and it helps me put myself out there more easily than I normally would. — James Speranza, Student, Radnor HS, Delaware County, PA

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How Has Music Education Impacted Your Life?

- Music has become my entire life. Whenever I'm upset, angry or even happy I automatically turn to music. Be it singing, playing piano, or writing, it is my outlet for all emotions. I feel music has turned my life into a better place due to the fact that I am capable of expressing my emotions in ways that many people can't. Music can change a person's life, just like it has mine. — Benjamin Thomas, Student, Jersey Shore Area HS, Lycmoning County, PA

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How Has Music Education Impacted Your Life?

- The teachers who know me best are the ones who have brought music into my life. Music allows me to connect with other people and to learn more about myself. Even as I change through the years, I know that music is the one thing that will change with me. It has always been a solid point in my life and it always will be. — Lacey Shumake, Student, Northwestern HS, Erie County, PA



What Does The Research Say?

- Dr. Nina Kraus, Northwestern University
 - Everyday listening skills are stronger
 - Listening skills are closely tied to the ability to perceive speech in a noisy background and pay attention
 - Musical experience strengthens many of the same brain functions that are impaired in individuals with language and learning disabilities – ex. Differentiation between speech and syllables
 - Pitch, timing and timbre. Kraus argues that learning music improves the brain's ability to process all three, which helps kids pick up language, too. Consonants and vowels become clearer, and the brain can make sense of them more quickly.





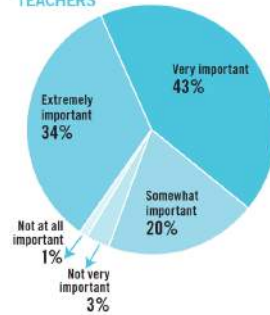
What Does The Research Say?

NAMM
Foundation

New NAMM Foundation study "Striking A Chord" shows parents and teachers feel access to music education is important.

Access to Music and Arts Education "Extremely" or "Very" Important to Most Teachers and Parents

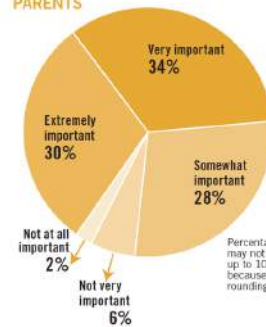
TEACHERS



Teacher Q

How important is it for K-12 students to have access to or be able to participate in music and arts education at school?

PARENTS



Parent Q

How important is it for your child to have access to or be able to participate in music and arts education at school?

Percentages may not add up to 100 because of rounding.

Source: Gruinwald Associates LLC




The Way PMEA Advocates

- Advancement of Music Education Council
- District Advocacy Reps
- Increased role in Harrisburg conversation
- Developing our brand in Harrisburg
- Partnerships:



artseducationpa.org




PA Regulations Related to Arts Ed

- School entities MAY develop, expand or improve existing academic standards in the following content areas:
 - ... arts and humanities...
- **Elementary education:** primary and intermediate levels
 - Planned instruction aligned with academic standards shall be provided to every student every year in the primary program. Planned instruction may be provided as separate course or other disciplinary activity.
 - The arts, including active learning experiences in art, music, dance and theatre.
 - Planned instruction in the following areas shall be provided to every student every year in the intermediate level program. Planned instruction may be provided or as an instructional unit within another course or other disciplinary activity.
 - The arts, including active learning experiences in art, music, dance and theatre.

PA Code, Title 22,
Chapter 4: Academic
Standards and
Assessments

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PA Regulations Related to Arts Ed

- **Middle level education**
 - Curriculum and instruction in the middle level program must be standards based and focus on mastery of academic subjects, the development of critical and creative thinking, information literacy...
 - Planned instruction aligned with academic standards shall be provided to every student every year in the middle level program. Planned instruction may be provided as separate course or other disciplinary activity.
 - The arts, including active learning experiences in art, music, dance and theatre.
- **High school education**
 - Curriculum and instruction in the high school program must be standards based and provide all students opportunities to develop the skills of analysis, synthesis, evaluation and problem-solving and information literacy.
 - Planned instruction aligned with academic standards shall be provided to every student every year in the high school program. Planned instruction may be provided as separate course or other disciplinary activity.
 - The arts, including active learning experiences in art, music, dance and theatre.

PA Code, Title 22,
Chapter 4: Academic
Standards and
Assessments

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What Does This Tell Us?

- Local school districts determine the way and the time subjects are offered.
- State graduation requirements do not require any specific course completions. They do require assessments meeting these standards: English Language Arts (Literature and Composition); Mathematics (Algebra I), Science and Technology, Environment and Ecology (Biology), and Civics and Government.

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What Does This Tell Us?

- **Advocacy is local!**

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2015 PMEA Policy Asks

- Additional money to be allocated into the basic education subsidy
 - Governor Wolf proposed an additional \$400 million
 - Republican budgets proposed an additional \$100 million
 - Some argument over that amount since other state obligations relating to education were cut
 - The Campaign for Fair Education Funding Report
 - <http://fairfundingpa.org>
 - Analysis of every district in these two plans


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Budget Update As Of Today

- Wolf vetoed an \$11 billion stopgap budget bill Tuesday as a state budget impasse reaches its 90th day.
- The stopgap bill would provide funding for four months.
- Auditor General Eugene DePasquale said at least 17 school districts and two intermediate units needed to borrow more than \$346 million to meet expenses and keep classrooms open. Interest and fees on those borrowed education dollars could reach \$11.2 million.
- Wolf has proposed private management for the state liquor stores while keeping the employees unionized. Republicans want to privatize the system.
- Pension reform is still an issue of contention.
- House Majority Leader Dave Reed, R-Indiana, has said the only thing delaying a budget agreement is Wolf's insistence on raising the state income and sales taxes to support increases in state spending.

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Great Inequity for Students
Among 500 Districts


In 2010-11, current spending per pupil in Pennsylvania school districts ranged **from \$8,584** (Mount Carmel Area) **to \$22,140** (Lower Merion)

This means, in an average classroom of 25 students, a **gap of \$338,900 per classroom per year.**

Inequitable and Inadequate Resources in a Standards-Based Environment with Equal Expectations for All Students

Provided by Ron Cowell, EPLC


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2015 PMEA Policy Asks

- A Fair Funding Formula
- Constitutional Standard (Article III, Section 14)
- “The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the Commonwealth.”
- 1965 – General Assembly enacted a law required the state to pay at least 50% of total cost of public ed. State funding did not always meet this requirement.
- 1983 – New funding formula – repealed 50% funding guarantee. Wealthiest districts were guaranteed a minimum increase (if they needed it or not) and poorest districts were capped by a maximum increase (regardless of greater need).
- 2005 – State set a target of \$8,500 and increased in subsequent years. But, the state never provided the funding to achieve this.


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2015 PMEA Policy Asks

- A Fair Funding Formula
- 2008 – Costing Out study aimed to distribute funding based on real data from school districts using metrics liked number of students, poverty levels, local tax effort and ELL students. State never fully funded this formula.
- The 2008 formula caused disagreements over what weights were used to calculate “adequate” funding.
- Also have the hold harmless clause which means a district can’t receive less money than they did the previous year even if demographics have changed, population loss, etc.
- And, we live in a world of school choice and charter schools are on the rise so districts are faced with these costs as well.

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Basic Education Funding Commission Report

Weighted Basic Education Student Headcount Equation

Student Weighting <small>Weighting Data Headcount of State Students</small>	+	State Poverty <small>Number of Students in Income Poverty</small>	+	ELL Weighting <small>Number of Students in Poverty</small>	+	Unweighted State Pupil-Teacher Ratio <small>Number of Students in Unweighted Poverty</small>
\rightarrow						
Teacher Expense <small>Number of Teachers Adjusted for Teacher</small>	+	State Student Weighting <small>Number of Students Adjusted for Statewide</small>	=	Weighted Student Headcount		


Funding Distribution Number Equation

Weighted Student Headcount	+	Separate State Adjustment	=	Median Household Income Index	+	Local Effort Capacity Index	=	School District's Adjusted Weighted Student Headcount
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Final School District Distribution Equation

School District's Adjusted Student Weighted Headcount	+	State Available for BEE Allocation	=	State Total Adjusted Student Weighted Headcount	=	School District's State SE Available for BEE Allocation
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2015 PMEA Policy Asks


- Restoring the Arts Content Advisor Position at the Pennsylvania Department of Education
- The momentum is there.
- Support is there – Rep. Eddie Day Pashinski
- Things are on hold at PDE because of the lack of a budget.
- Dave Dietz contracted at PDE to work on the arts, however this isn't the Content Advisor Position

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2015 PMEA Policy Asks




Pennsylvania Arts Education Network

- Data
- Looking at available PDE data – sorting through it – what do we have and what do we need?
- That helps to inform future asks.

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Federal Education Policy

- Been living under No Child Left Behind version of The Elementary and Secondary Education Act since it expired in 2007
- Law was well intentioned but had many unintended consequences – mainly the testing mandate
- NCLB listed arts as core – but there was no testing mandate

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Federal Education Policy

- This spring, Congress took up interest in reauthorizing the law.
- House version is very conservative and strips all core academic subjects
- Senate version (Every Child Achieves Act) maintains core academic subjects and ADDS MUSIC as a core subject as well as lowers the testing mandate
- Both bills will go to conference – hopefully this fall

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Time Management Pie Chart for Music Educators

- Teaching Music
- Teaching Preparation
- Business Matters
- Special Education
- Counseling Students



Time Management Pie Chart for Music Educators

- 25% - Music Teaching, conducting, Individual Lessons, Lesson Planning, Literature Study
- 25% - IEP review, Specialized planning, Attending meetings, Curriculum Development, Documentation and Paperwork
- 25% - Business Management, Budget, Transportation, Scheduling, Vendor Management, Managing Staff, Contact with administration/ community
- 25% - Counseling Students, Parent Contact, Grant Search and Writing, Funding and Development (school & boosters)



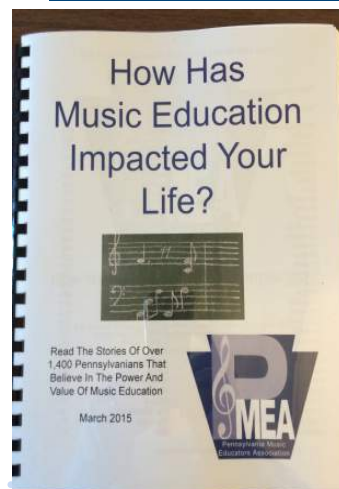


Marketing Your Program To Students

- Kids are busier than ever – in school and after school
- Get them excited to participate – engage them in conversation and make music fun!
- Have older students perform for younger students
- Think about what inspired you to love music




Marketing Your Program To Students



Available at pmea.net






Marketing To Other Teachers and Administrators

- Use the research that's available
- Get the word out by publicizing what's happening in your classroom
- Music is important on it's own – it's important to create well rounded citizens who can appreciate culture
- Promote the academic benefits but also promote those benefits that can't be measured on a test like teamwork, self esteem, problem solving
- Tell stories of student successes
- Even in the face of adversity in your school, your program and your classroom – it is important to stay relentlessly positive to those you tell about your program

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Marketing To Parents

- **COMMUNICATE!**
- Send home or email a newsletter detailing what's happening in your class
- Include facts about the value of music education
- Invite their participation in your events

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Marketing Your Program To Everyone

- Use school bulletin boards
- Use school newspapers
- Use school and district newsletters
- Use PTA announcements
- Use direct communication by phone, fax and e-mail
- Use concert programs
- Use school announcements
- Enlist the help of other teachers
- Enlist the help of your district PR department
- Visit musicachievementcouncil.org



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The Business Side of School Music

- Funding is an issue
- Before you know what you need – you need to know and assess what you have
- Having a plan is key
- Think of it as a five year plan
- Making a presentation with a solid plan to administrators shows that you've thought through your plan
- Five year planner available on our website
- There are lease programs available to help you get big equipment NOW



The Business Side of School Music

- Funding is an issue
- How can you fundraise?
- Partner with businesses
- Charge entry into concerts or performances
- Crucial to keep track of all funding and have others see your records
- Make sure administrators know of your plans





Free Resources

- www.musicachievementcouncil.org
- www.supportmusic.com
- www.progressivemusiccompany.com
 - About us
 - School Service
 - Music Teacher Resources

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Questions?

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