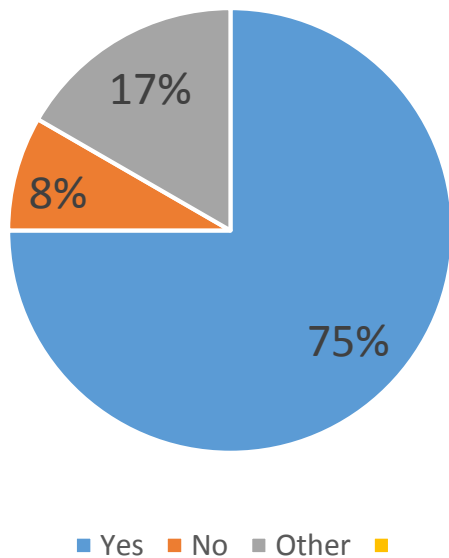
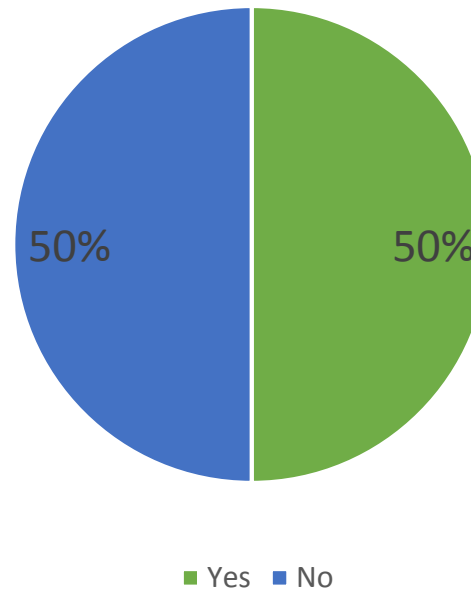


State Level Input: Music Educators

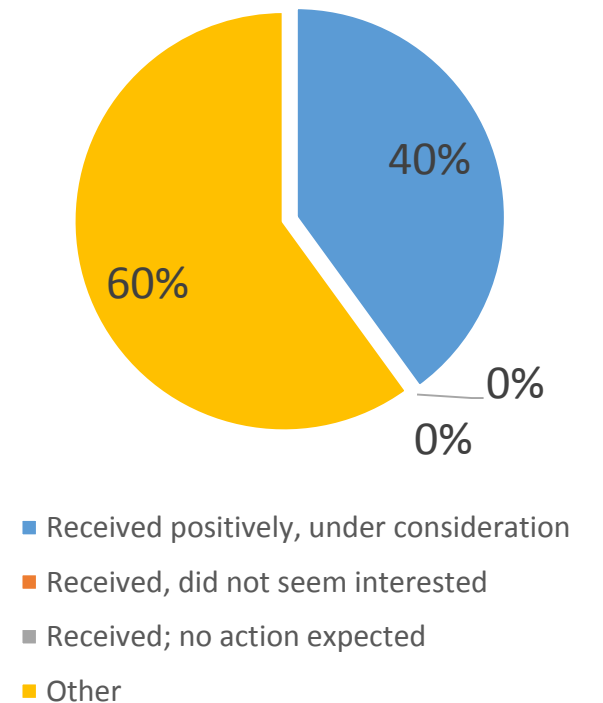
MEA Attendance at Meetings



Did you provide feedback/speak?



How was feedback received?



Local Action: Title IV – A

Title IV, Part A – “Student Support and Academic Enrichment Grants”

SEC. 4101. PURPOSE.

“The purpose of this subpart is to improve students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to—

1. provide all students with access to a well rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title IV “Needs Assessments”

Sec 4106. – Local Educational Agency Applications

- (a) ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall—
1. submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and complete a needs assessment in accordance with subsection (d)



The Opportunity-to-Learn Standards



- The 2015 **Opportunity-to-Learn (OTL) standards** identify the resources that need to be in place so that teachers, schools, and school districts can give students a meaningful chance to achieve at the levels outlined in the **2014 Music Standards**.
- The OTL Standards are categorized at the levels of music education that are spelled out in the **2014 Music Standards**.



Suggested Needs Assessment Steps with OTL Checklist

- 1. Determine who should participate** in your music education needs assessment
 1. All Music Teachers? Music Supervisor? Curriculum Coordinator? Superintendent? Principals?
- 2. Determine which sections of the OTL standards apply to your programs**
 1. Sections broken out by grade levels (general music) as well as content area (2014 Music Standards)
- 3. Start local first.** Have teachers fill out the checklist for the music education offerings at their schools.
- 4. Compile the local findings and compare** – are there discrepancies of OTL supports across your district?
- 5. Build summary of the local program-specific OTL findings, and work as a committee to determine the district-wide OTL supports**
- 6. As a committee, determine priorities of stated needs**



NAfME

GRASSROOTS ACTION CENTER

Support Music Education in Federal Education Policy
Add Your Voice to the Legislative Process



Call to Action! – bit.ly/NAfMEgrassroots

Keep informed – bit.ly/NCLBends

Visit our Grassroots Action Center and use our tool to write a letter to your members in Congress about the importance music education and fully funding SSAEG!

Underfunding Title IV-A (SSAEG) prevents districts and schools from receiving sufficient SSAEG funds to meaningfully invest in critical areas, like school music programs.

School districts would be forced to make difficult and unconscionable trade-offs between programs and would fail to create a fully “Well-Rounded” course of study.