

SCMEA



South Carolina MUSICIAN

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Editor's Note

Hello Music Education Friends,

What a wonderful conference! The SCMEA Annual Professional Development Conference was filled with energy, passion, and joy for everything music education. From the exhibit hall, to the sessions, and all of the performances, the conference was packed with great memories. It is beautiful to experience when we can all come together and support how music education enriches the lives of our students and community.

This edition of the SC Musician is dedicated to celebrating music education in South Carolina with highlights from the 2017 SCMEA Professional Development Conference. While it is impossible to capture every event that went on that weekend within the scope of this magazine, I hope that this edition of the SC Musician will bring you joy as you reconnect with conference moments. Sorting through the pictures was lots of fun, see if you can find your students, colleagues, or maybe even YOU. Enjoy!

Sincerely,

Susie Lalama

SC Musician, *editor*

Assistant Professor of Music Education at Converse College
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Contents

| | |
|--|-------------|
| President's Message | Page 4 |
| Division News | |
| Choir | Page 5 |
| Orchestra | Page 5 |
| Collegiate | Page 6 |
| Piano | Page 6 |
| Conference Highlights | |
| Awards | Pages 8-9 |
| General Session | Page 10 |
| Exhibits | Page 11 |
| Performances | Page 12 |
| Jazz Social | Page 13 |
| Meetings | Page 14 |
| Clinics & Sessions | Page 15 |
| Reunions & Friends | Page 16 |
| SCMEA Past Presidents | Page 17 |
| ESSA and What it Means for Music and Arts Education | Pages 19-21 |
| SCMEA Executive Board | Pages 24-25 |

Advertisers

| | |
|--------------------------------------|---------|
| Summer Symposium at Western Carolina | Page 2 |
| North Greenville University | Page 7 |
| NAfME Hill Day | Page 17 |
| Winthrop University | Page 18 |
| National Honors Ensemble | Page 21 |
| Yamaha | Page 22 |
| US Army All-American Marching Band | Page 23 |
| Give a Note Foundation | Page 26 |

Call for Articles

The SC Musician is looking for original articles regarding music education from teachers, researchers, or administrators for the 2017-2018 school year. Please submit your articles to Dr. Susie Lalama at susana.lalama@converse.edu

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President's Message

Lisa Rayner, *President*



Dear SCMEA Colleagues,

Thank you for making our 2017 Professional Development Conference a rousing success! What a wonderful weekend of sessions, performances and events. It doesn't get much better than the powerhouse combination of Dr. Tim Lautzenheiser and the Canadian Brass, if the standing-room only crowd was any indication! A sincere thank you to Mr. John Stoner, CEO of Conn-Selmer for assisting with their sponsorships. And congratulations to our SCMEA Award Recipients: Cameron Watkins, Outstanding Young Music Educator, and Glenn Price, SCMEA Hall of Fame inductee.

I could not be more proud or appreciative of the efforts your SCMEA Executive Board put forth in planning a varied, relevant, and enjoyable conference. We had 96 exhibitors and over 1300 registered participants - definitely moving in the right direction. Thank you for your patience with registration this year - when technology works, it's great, but when it doesn't, a lot of patience and understanding goes a long way. I would like to thank our Gold Level Mobile App Sponsor, Festivals of Music/Music In the Parks, and our Silver Level Mobile App Sponsors, Bob Jones University, Draisen-Edwards Music, Furman University Music, Lung Trainers, Neff Music Awards and Apparel, and Quaver Music. We hope you took advantage of the Mobile App from CrowdCompass and enjoyed the new Social Media Wall that was splashed on the LED screens in the front lobby!

I offer my sincere thanks to our SCMEA conference committee for their hard work before, during, and after the event: Sharon Doyle (conference chair), Cindy Reeves (conference co-chair), Phil McIntyre (exhibits chair), Matt Roper (exhibits co-chair), and Patti Foy (registration). And I also congratulate our division conference chairs who arranged outstanding sessions and performances for each division, including the transition into the new space at the USC Alumni Center. Thank you also to Dr. David Perry for coordinating our Future Young Music Educators Symposium - we look forward to continuing this program under the direction of the Higher Education Division. Our focus has already shifted to the 2018 conference, as we are constantly seeking ways to enhance our experience.

The SCMEA Executive Board will meet in Columbia in May to set our calendar for 2017-2018, and create a tentative calendar for 2018-2019. In June, the SCMEA executive officers will attend the Council of Arts Education Presidents' meeting in Columbia, as well as the NAFME National Assembly in Tyson's Corner, Virginia, and NAFME Hill Day in Washington, D.C. While there we will receive updates on NAFME initiatives, meet with our SC congressional leadership staff to discuss music education policy, and attend our NAFME Southern Division board meeting. The SCMEA Executive Board will reconvene in August to begin scheduling our 2018 Professional Development Conference.

It has been my pleasure to serve as your SCMEA President. I am grateful for the outstanding service given by my colleagues on the SCMEA Executive Board and I look forward to the continued growth and success of SCMEA endeavors under the leadership of our next President, Martin Dickey, and President-Elect, Dr. Michael Moore. As school year 2016-2017 comes to a close, I wish you all the best for a relaxing, restorative, and rejuvenating summer break!

Choral Division

Pamela Brunson, *President*

First, I would like to offer a very special thank you to the three directors who brought their choral groups to our February SCMEA Conference: Elizabeth Hoffee, Laura Morris, and Herbert Johnson. Their performances were inspiring!

Our business meeting in February was a launching pad for the many, many events that have taken place since—Middle School Clinics, Solo & Ensemble, and All-State—and those that are still on the horizon, including middle and high school Choral Performance Assessments. The Choral Division provides high-quality vocal opportunities for literally thousands of students every year, with many of them occurring in February and March. Thank you to everyone who makes these events possible for our students.

One of the highlights of the February business meeting was the election of our new president-elect, Nikki Belch. Nikki has a tremendous passion for choral music and has devoted much time and energy to promoting choral division events.

With the entrance of a new president-elect, Gina Jolly, our past-president, will finish her six years of service on the SCMEA Executive Board. On behalf of the Choral Division, I would like to thank Gina for her leadership. Gina's positive attitude has been an inspiration to me.

Greg Pittman will be stepping up as Choral Division President this summer. He has already made plans for our Choral Arts Weekend and for the 2018 SCMEA Conference.

Thank you to everyone who supported me through this learning process and who believed I would not make too much of a mess!

Orchestra Division

Margaret Selby, *President*



For the second time in the last two years, Mother Nature decided to interrupt auditions, this time in January. Fortunately, the winter weather that postponed All-State auditions was not nearly as severe as the flooding that occurred in October of 2016. Paul Buyer, our region chairperson, and many others did a great job moving the event forward to the inclement weather date. The level of playing demonstrated by the students at the auditions continues to prove the amazing growth and development of the orchestras here in South Carolina.

Chris Corde, our President-Elect, organized great offerings for the Orchestra Division at the SCMEA Professional Development Conference. We heard wonderful performances from Wando High School, Chapin High School, and the Sterling School. We also had the opportunity to learn from some of this state's own resources as Taniesha Hines, Michael Baier, Brian Gencarelli, Jennifer Diehn, Kathy Perry, and Angela Rex all presented fantastic sessions.

Colleen Marcou, the All-State Chairperson, organized the first "Dam" All-State Orchestra event in conjunction with Johanna Wilson in February. The rehearsals were held at Irmo High School and then we traveled across the Lake Murray Dam for the performances that were held at Lexington High School's Performing Arts Center. Elizabeth Reed conducted the Junior 6-8 Grade Orchestra, David Pope conducted the Senior 9-10 Grade Orchestra, and Brian Balmages conducted the Senior 11-12 Grade Orchestra.

The annual division business meeting held at the All-State event had several new proposals concerning adding a Parliamentarian and Conference Chairperson to the Executive Board, compensating the Executive Director, changing the Senior All-State Orchestras, and adding an Outstanding Performance Award. The meeting's minutes will be posted on the website for review. Please take a moment to familiarize yourselves with these proposals. Second readings and discussion will occur at the next meeting in September.

Thank you to Ken Pruitt for organizing another successful Concert Performance Assessment in March. We had six sites this year. For the sight-reading component of the event, we were excited to be able to say that we had compositions submitted from across the nation and even international submissions this year. Thank you again to Ginger Greer for spearheading the sight-reading composition component for the event.

Tammie Burrows and the site chairmen have been busy organizing the upcoming Solo and Ensemble Festivals across the state. We have nine sites across the state, and we are looking forward to that event.

Postmark deadlines to remember:

June 1: Application deadline for 2018 Conference Performances

As always, check our website for more information.
<http://www.scmea.net/divisions/orchestra-division/>

Thank you for allowing me the opportunity to serve as your Orchestra Division President. I am proud of the progress we have made toward developing and maintaining strong orchestra programs across the state. Let us continue this good work as we enjoy the music our students create.

Collegiate Division

J. Hunter Reese, *President*

The Collegiate Division had a very successful conference this year. Collegiate members were able to help with registration as well as preside over other conference sessions. We had four very successful sessions including active music making in the elementary classroom, our general business meeting, the transition from student to teacher panel discussion, and of course, our session with Dr. Tim Lautzenheiser. Collegiate members seemed to really enjoy this year's conference, giving high praise to the collegiate events. In our general session we also elected new officers: Jenei Peterson - president, William Mood - president-elect, Jasmine Belisle - secretary, and Emma Gierzal - treasurer. Finally, I would like to personally thank SCMEA and the NAFME collegiate executive board for making the past year very enjoyable; it has been my pleasure to serve this past year.

Piano Division

Anthony Lenti, *President*

I must begin by thanking the students, parents, and teachers who helped make the 2017 Piano Festival a grand success. Thanks also to Drs. Bullock and Parker at Charleston Southern University for their hosting the Charleston audition site; and to my Chair, Dr. Lila Noonkester, for her continued support of Piano Division activities at Lander University.

I have heard numerous positive comments about the Festival that all confirm the Piano Division's goal of enhancing the teaching of piano in our state.

On a practical note, it was a rather hectic time for many of us. With the Festival taking place on January 21, I needed registrations by January 9. I realize for many teachers it was difficult to get organized so soon after the Christmas holidays. A few of our regular participants were unable to participate because of this. I don't have an ideal solution to this problem, but would welcome your suggestions.

Fortunately, the situation will be easier to deal with for the 2018 Festival. Our SCMEA Conference is to take place February 15 through 18. This will allow us to select either the last weekend



of January or the first weekend of February for the Festival, taking away a lot of the beginning-of-the-year frenzy.

Our Conference clinician, Steven Brundage, gave a thought-provoking presentation with both large-scale concepts as well as small, practical tips. As I said in my introduction, Steven is part of a new generation of piano pedagogy specialists who have introduced scientific research into the methods and materials of teaching. I am sure everyone in attendance was impressed by the breadth of his research and knowledge of pertinent sources.

As always, our Honors Recital was a highpoint of my year, and probably your own. I was delighted at the variety of repertory and teaching styles. We have always hoped that the recital serves as a strong motivating force for our students. There seemed clear evidence of that!

I would like your feedback on an idea for next year's Conference. Instead of a clinician, I would like to propose the idea of having a masterclass session of Piano Division students. They could be selected at the Festival, in the same way we chose Honors Recital participants and Honorable Mention students. As of this time, I am inclined to select two elementary level students; two playing intermediate level repertory; and two performing more advanced music. I am certainly open to your suggestions on alternatives. For practical reasons, I would hope we could hold this class on Saturday, perhaps in the morning, allowing us to retain our usual afternoon time for the Honors Recital. Please let me know if this is of interest to you.

As always, let me confirm that our division's goal is to serve the piano teachers and students of this state. Dr. Parker has graciously presented masterclasses for students in the Charleston area. I have likewise worked with students at the request of teachers. If you feel the division can be of help to you, please make a request, and we will try to help you.

Let me conclude as my usual way be inviting everyone involved in piano teaching to be a part of our activities. We welcome all to the division, whether you specialize in keyboard instruction, or have only a few students in addition to another field such as elementary teaching. Please be in touch.

I wish you all a lovely spring.



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Saturday | February 25, 2017

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2017 Conference Highlights - Awards

2017 SCMEA Hall of Fame Inductee, Glenn Price



Glenn Price is in his 43rd year of teaching in South Carolina. He is a 2005 inductee into the SCBDA Hall of Fame and is also a member in the Hall of Fame for Phi Beta Mu. Glenn earned the Bachelor of Music Education from East Carolina University. He is a past President of both SCBDA and SCMEA. Glenn has been deeply invested in the leadership of the South Carolina Band Directors Association, having chaired the Marching Committee several times, as well as chairing the Adjudication Committee and serving on the Concert Committee. Ever diligent to look at the “big picture”, Glenn was involved in the move to re-draw region lines to reflect state population shifts. It was also during his presidency that the SCBDA logo and tag line “Music is Instrumental to Success” were created. In addition he was responsible for changing SCBDA bylaws to bring jazz bands under the umbrella of the association, and was responsible for developing Bandlink.org, the flagship website of SCBDA.

In 2009, Glenn was elected President of SCMEA and continued the momentum he had started with SCBDA. He was determined to make a difference in the lives of all South Carolina music students. Among his many accomplishments, Glenn is responsible for the creation of the updated logo for SCMEA, the one we continue to use today! A tireless advocate for music education, Glenn focused some of his energy on a music education advocacy

initiative and founded the Hundred Percent Club. Proceeds from the club were used to create a professional advocacy video, “Music Lasts a Lifetime,” filmed onsite at our annual conference and produced by SCETV. The video was distributed widely to state stakeholders in music education, including parent groups, school boards and even members of the SC General Assembly.

As further evidence of his commitment to music education in South Carolina, Glenn ran for SC Superintendent of Education in 2010. Victory did not come his direction, but imagine a world where we all follow our passions to the extent that Glenn models so richly for us!

His colleagues are quick to garner praises for Glenn’s contributions. Phillip McIntyre, Past-President of SCMEA states, “Glenn believes that the education of the total child is society’s most important and vital responsibility.” Pat Wylie, former colleague and Past-Parliamentarian for SCMEA states, “As Glenn approaches his retirement, long after he became eligible, and many of his contemporaries have long since put down their batons, he continues to serve us all as friend, colleague, mentor, innovator, and consummate music educator.” Patti Foy, SCMEA Executive Director and Past President says...“Glenn is a tireless, generous man whose passion for music education and for students is endless. The SCMEA Hall of Fame award isn’t sufficient to honor a man of Glenn Price’s stature. We need an even more prestigious award!”

We are honored to add Glenn Price to the list of prestigious educators who comprise the SCMEA Hall of Fame!

2017 Conference Highlights - Awards

2017 SCMEA Outstanding Young Music Educator Award, Cameron Watkins

Cameron Watkins, Director of Bands at Hartsville High School, is a native of Raleigh, NC, holds a Masters of Music Education from the University of Florida and a Bachelor of Music Education from the University of South Carolina. He is currently in his third year at Hartsville High School and previously served as the Director of Bands at Chesterfield High School from 2010 – 2014. He has served as a member of instructional staffs across North and South Carolina teaching leadership development, drum major techniques, marching band fundamentals, brass ensemble performance, and music theory.

Recognized as an enthusiastic teacher who is greatly admired by his students, his colleagues note he is particularly gifted at identifying student's needs, encouraging their contributions, and ultimately including them in the planning process for his program. He has developed comprehensive curriculum standards for his current school district and works tirelessly to establish an inclusive music community that will insure a successful transition from middle school to high school for each of his students. He is an active contributor to SCBDA activities and serves currently on the Marching Committee. In his "free time" Cameron runs a Drill Design business called Dot2Dot. Congratulations to Cameron Watkins, the 2017 SCMEA Outstanding Young Music Educator!



2017 US Army All-American Marching Band

James Roddy,
mellophone
Easley HS
Rick Langdale, Director
(pictured)
Trey Ferrell, Asst. Director



Jennings Walker,
color guard
White Knoll HS
Tom Padgett, Director



2017 FMES Participants



Future Music Educators Symposium Participants all received their participation certificates at the end of the Friday workshops on becoming a music educator.

NAfME

All-National Orchestra

High school musicians from across the country were selected to participate in this prestigious ensemble. The All-American Orchestra met and performed in Grapevine, Texas in November 2016. Congratulations!

Benjamin Kremer, violin
Manuel Mendes, violin
Cecelia Ostapeck, violin
Charleston County School of the Arts
Dr. Christopher Selby, Director

Alvina Emran, violin
Myrtle Beach HS
Mrs. Elizabeth Sullivan, Director

2017 Conference Highlights Canadian Brass



*Canadian Brass, sponsored by
Conn-Selmer, performing at the
General Session.*



2017 Conference Highlights Dr. Tim Lautzenheiser, Keynote Address



*Dr. Tim Lautzenheiser,
sponsored by Conn-Selmer
and Hal Leonard, continues
to inspire us all!
We all felt the power of music
in the room as we sang
together.*



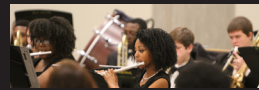
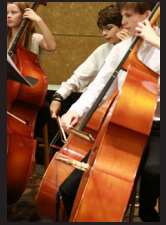
2017 Conference Highlights Exhibit Hall



*Thank you
Exhibitors!*



2017 Conference Highlights Performances



2017 Conference Highlights

Jazz Social



Professional trumpet extraordinaire, Wayne Bergeron was featured during the Third Annual Jazz Social. Thank you Pecknel Music Company and Yamaha for sponsoring the event!



2017 Conference Highlights Meetings



2017 Conference Highlights Clinics & Sessions



2017 Conference Highlights Reunions, Colleagues, & Friends



2017 Conference Highlights
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in music)

Music Entrance/Scholarship Auditions

Saturday November 5, 2016 (10 a.m.) – All Instruments
and Voice
Saturday, November 19, 2016 (Noon) – Instruments
Only (Band Invitational Weekend)
Saturday, January 28, 2017 (10 a.m.) – All Instruments
and Voice
Saturday, February 25, 2017 (10 a.m.) – All Instruments
and Voice
Friday, March 3, 2017 (Noon) – Voice Only (All-State
Chorus Weekend)
Saturday, *April 1, 2017 (10 a.m.) – All Instruments
and Voice

**April 1 will be the final audition date for music scholarship consideration
for the 2017-18 academic year.*

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The Every Student Succeeds Act (ESSA) and What it Means for Music and Arts Education

by: Marcia Neel

What is it? A brief background

In December of 2015, with bi-partisan support, President Obama signed into law the Every Student Succeeds Act (ESSA) thereby reauthorizing the Elementary and Secondary Education Act (ESEA) first signed into law in 1965 by President Johnson. Within the current law, there are a number of “Titles” which deal with various facets of the Act—many of which have been established along the way in subsequent reauthorizations after the initial signing of ESEA. The most well-known of these Titles is “Title I” as it makes up most the total funds allocated. Prior to the signing of ESSA, the last reauthorization of ESEA was the No Child Left Behind Act (NCLB) which was signed into law in 2001 by President George W. Bush.

What are the major changes from *No Child Left Behind* (NCLB) to the *Every Student Succeeds Act* (ESSA) and why is this important for Music and Arts Education?

One of the biggest changes is that decision-making and accountability measures will no longer be dictated from the federal level—they will now originate from each individual state. State education agencies (SEAs) are currently in varying stages of developing and/or revising their State Plans to meet the provisions within ESSA and are expected to submit them to the U.S. Department of Education.

Also, ESSA places a focus on the providing of a “Well-Rounded Education” for all students. ESSA defines a “Well-Rounded Education” as follows.

S. 1177-298 (52): Definitions (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.

Speaking to the Las Vegas Academy of the Arts on April 14, 2016, former Secretary of Education John King declared that while literacy and math skills are “necessary for success in college and in life...they’re not by themselves sufficient. A more well-rounded education is critical for a safe, supportive and enjoyable learning environment.” (The Huffington Post, “Education Secretary

John King: It’s Time To Stop Ignoring The Arts And Sciences.” http://www.huffingtonpost.com/entry/john-king-well-rounded-education_us_570e9013e4b03d8b7b9f34c6)

Why is all of this important for Music and Arts Education?

ESSA has provided a major opportunity for each state to determine to what degree Music and Arts Education are incorporated into federal funding plans at the state and local level. The stage has been set: 1) Decision-making is occurring at the state level rather than from the federal level, 2) State Plans are currently under construction thus providing opportunities to have input via state arts organizations, coalitions, and interested like-minded supporters, and 3) A focus has been placed on providing a well-rounded education which, among others subjects, includes music and the arts so that all students may have “access to an enriched curriculum and educational experience.”

What does this mean for Music and Arts Education and implementation of Title I?

Title I is the largest source of federal funding for education. The U.S. Department of Education website describes it as a program which “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

Arizona has had more than a decade of allowing arts integration to be supported by Title I funds, first through Title I Part F funding (Comprehensive School Reform under No Child Left Behind) and through Title I Stimulus funds. An Arizona website for arts and Title I was created at title1arts.org in part to create a centralized portal to showcase this work and to encourage Arizona districts to undertake more Title I funded arts integration within the state. The title1arts.org site provides a direct link to the “Arizona site” which also clearly states that, “Arts programs can help schools achieve the goals of Title I by facilitating student engagement and learning, strengthening parent involvement, and improving school climate and school wide behavior.” This site even quotes Superintendent of Public Instruction Diane Douglas in her support for arts education for Arizona’s children in her remarks that, “as an artist myself, I know how important the arts are for learning. I support the arts as part of a complete education for Arizona’s children.”

As Title I can address all areas of a well-rounded education, Title I funds *may* open up at your school/within your district to supplement support of music education. To learn more, visit the “Everything ESSA” page at <http://bit.ly/NLCBends>.

ESSA article continues on pages 20 & 21

How does all of this impact my program?

Districts will need to create their own ESSA plans for Titles I, II and IV – where music education can benefit. In fact, many districts, in anticipation of impending State Plans, have already begun this process since ESSA is to be implemented in the upcoming school year (2017-18). Keeping in mind Tip O'Neill's famous quote that "all politics is local," this is the perfect time to step up and become part of the process at your district and/or school level through coordinated action to ensure that music and arts education are included in the local plan.

For example, some State Departments of Education want to provide more comprehensive in-depth accountability information to the general public beyond test scores. They may also articulate that the LEAs be required to substantiate how they are providing a well-rounded education for all students. This would indicate that there will be some measure for collecting this information from the local school district. Will music and arts education be included in the local plan as part of the definition of a well-rounded education? How can the music and arts community ensure that EVERY STUDENT will indeed be provided with access? Now more than ever, it is vital that music and arts educators work collaboratively with their associations, fellow music and arts educators, music dealers and community arts organizations to ensure that districts, and even individual schools, ENSURE that the local plan addresses music and arts education in a manner that specifies, at a minimum, what is articulated in the State Plan.

In particular, music educators will want to get involved with the creation of the Title IV plan, the section of the law bringing new funding specifically for a Well-Rounded Education. You can create your own music education needs assessment for your district using NAFME's 2015 Opportunity-to-Learn Standards; checklist versions of these standards are now available for your use at www.nafme.org/standards.

You can also work, if you are at a Title I Schoolwide school, at making certain that music education is included in your school's Title I Plan. ESSA encourages schools to address a well-rounded education in their Title I schoolwide plans, so now is a great time to get music included for the 2017-18 school year. To find out if you are at a Title I Schoolwide school, check with your principal and while you're in the office, volunteer to help with the creation of next year's plan.

This may also be a good time to dig into your music education program's impact data and be sure that summary information on student participation and learning outcomes are widely available via your school/district website to the entire community. How does music education participation relate to student attendance, participation in advanced coursework (AP), graduation rates, student engagement, and positive school climate

including behavior? The Metropolitan Nashville Public Schools published the Prelude Report: Music Makes Us Baseline Research Report which provides exactly this type of information on a district wide level. It may be worth reviewing their findings which are available at: <http://bit.ly/2BaselineResearch>. In addition, you want to get a sense of the percentage of students who are actively engaged in music and arts education at your school and begin thinking about how that percentage might be increased to address the needs of students not currently served.

Finally, visit the website of your state Department of Education and search for **ESSA Consolidated State Plan**. Read through it in detail to see if music and arts education have been included. If not, consider engaging your state music education advocacy group or music education association to participate in efforts to include music and the arts in the Plan. NAFME has provided a formatted sample of how music and arts education can be included in the Consolidated State Plan. That document, along with many others, is available on the NAFME website at <http://bit.ly/NCLBEnds>.

How to become part of the process—the four R's:

1. **REACH OUT** and get involved in your state and/or local music and arts coalition or advocacy group. Offer your commitment and service. The NAMM Foundation provides a variety of advocacy resources online at nammfoundation.org.
2. **REINFORCE** that music is designated as part of a **well-rounded education**, not only within ESSA, but also within your State Plan
3. **REMIND** state, district and community leaders as well as other music and arts education stakeholders (parents, administrators, colleagues, community businesses) about the benefits of music and arts education and what it means for students and communities. Provide supportive data.
4. **REQUEST** that music education be included in your district's Well-Rounded Education needs assessment and possible funding under Title IV. Also, be sure to request that a well-rounded education be addressed, including music, as part of your district's Title I plan.

There are numerous resources available to assist arts educators in learning more about ESSA and its impact for music and arts education. It is highly recommended that music and arts educators review these online resources and download them to share with colleagues (department meetings, emails to colleagues), parents (parent nights, PTA meetings, booster meetings) and administrators (planning meetings with supervisors). Some of the most helpful resources include:

1. NAFME: *Everything ESSA* site which may be accessed at: <http://4wrd.it/EVERYTHINGESSA>
2. Yamaha: *The Music Teacher's Guide to ESSA*, which may be accessed at: <http://4wrd.it/YAMAHASUPPORTED>

article continues on page 21

3. The NAMM Foundation's recently released brochure, *Music is a Part of a Well-Rounded Education: What parents need to know about music education and the Every Student Succeeds Act (ESSA) Federal Education Law*. Complimentary copies (packets of 50 each to share with parents) are available to order at: <http://4wrd.it/ESSAPARENTBROCHURE>
4. SBO: *How to Use Advocacy Stats to your Best Advantage: Using Music Education Data as Indicators of a Positive School Climate* by Marcia Neel at: http://4wrd.it/SBO_Marcia
5. SBO: *In the Trenches: The Every Student Succeeds Act and What's in it for You! (But Only if You Act!)* by Bob Morrison at: <http://4wrd.it/ESSAINTHETRENCHES>
6. Meet Title I Goals Using the Arts at: <http://4wrd.it/2TITLEIARTS>
7. Using Title I funds to support music and arts education in Arizona at: <http://www.arizonatitle1arts.org>

NOW IS THE TIME to become engaged and to engage others. With the passage of ESSA and the eventual passage of your State Plan, music and arts educators and advocates have been provided with an opportunity to speak up about the value of music and arts education. The more that we can advocate for music and the arts as part of a **well-rounded education** within our own districts and schools, as well as providing documented support for how Title I funds can be used for music and arts education, the better the chance that more students will have increased access to the many benefits that an education in music and the arts will provide.

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