

Title IV Survey Summary

Impact and Outcomes of Title IV-A, Student Support and Academic Enrichment Grants (SSAEG): Advancing children's success through access to a well-rounded education

The NAMM Foundation, together with the National Association for Music Education (NAfME) collected evidence in early 2019 about school district use of Title IV-A funds, or the Student Support and Academic Enrichment Grants in ESSA. A survey to research how Title IV-A funds are supporting music and arts education was distributed nationally via numerous networks reaching urban, suburban and rural school districts and collected the following information: district name, state, school district(s), type of district (urban/rural/suburban), year of funding use, amount of funding if known, purpose/use of funds, and impact on students, teachers and school district. 105 school districts and county education offices from 21 states reported using Title IV-A funds for music and the arts. Total reported spending is estimated to be \$30.1 million with amounts ranging from \$1,000 to \$2.8 million per respondent. 13 respondents did not provide specific dollar amounts. Survey respondents represented rural (33%), urban (31%) and suburban (36%) school districts.

Impact and Outcomes:

- **Equity:** created more equitable programs, expanded programs to underserved, poor and rural communities, increased participation in music and arts, engaged more students with learning differences
- **Student Growth:** improved performance in music and its relevant outcomes—improved confidence and social, emotional, artistic and academic development
- **Teacher Growth:** teachers gained capacity in their teaching practices and were more involved in districtwide planning and decision-making
- **School and Community:** positively influenced school culture, inspired and fostered a sense of community, increased opportunities for cross-disciplinary learning

Recommendation:

Provide full funding for the authorized SSAEG program (Title IV-A) of ESSA at \$1.6 billion. These funds, as seen in success stories below, help ensure well-rounded learning opportunities for all children in the United States and support school district flexibility in meeting students' learning needs. NAMM, The NAMM Foundation, NAfME and partnerships through the SupportMusic Coalition will continue to provide education and resources for school districts and communities to apply for Title IV-A funds to expand music and arts learning for all children.

Selected State Sample Survey Data

Outcomes self-reported, school years 2017–18, 2018–19:

- **Alabama:** Lee County School System, \$130,000; expanded music program to grow interest and participation for more students and developed deeper connections to the community
- **Arizona:** Tucson Unified School District, \$58,000; provided professional development connecting the arts to literacy and math instruction, deepened understanding of tested content standards
- **California:** Butte County Office of Education, \$2,831,898; provided professional development to align with state arts standards and instructional supplies including instruments, potters' wheels and theater lighting
- **Connecticut:** Torrington Public Schools, \$15,000; purchased textbooks, digital resources and instruments, supported private lessons and expanded arts partnerships with local arts agencies (e.g. teaching artists)

- **Florida:** Polk County Public Schools, \$130,000; provided instruments for students in geographically remote and low SES areas together with small group lessons and master classes, purchased instructional materials
- **Georgia:** 10 rural school districts, \$250,000; 1) funded teachers, instruments, professional development 2) funded DOE state arts specialist, online courses for all teachers in the state, virtual arts courses for high school students
- **Iowa:** rural school district, name and \$ not provided; increased student access to the arts by increasing staff and weekly instructional time (information provided by state DOE)
- **Maryland:** Montgomery County Public Schools, \$70,783; developed curriculum, increased staff, purchased instructional materials, expanded partnerships with local arts agencies and transformed student/parent engagement
- **Minnesota:** Friendship Academy of the Arts, \$40,000; expanded arts partnership with local agencies that help children develop socially, emotionally, academically and artistically
- **New Hampshire:** Hanover High School, \$11,850; replaced 80-year old cellos and violas that serve 50% of the student population that participates in the music program
- **New Jersey:** Millville Public Schools, \$1,200; transported students to countywide arts festival
- **New York:** Rochester City Schools, \$1,700,000; provided professional development, hands-on learning materials, expanded course offerings
- **North Carolina:** Davidson County Schools (36 schools), \$159,235; funded additional collaborative time for teachers, new instruments and sheet music, art supplies, AV and theater equipment and materials
- **Ohio:** Dayton Public Schools, \$200,000; improved instruction and increased access and equity to the arts (materials, instruments, professional development and staffing)
- **Pennsylvania:** Neshaminy School District, \$35,000; provided professional development and expanded digital resources to enhance instruction
- **South Carolina:** Spartanburg School District Five, \$25,000; purchased instruments and expanded student participation
- **Tennessee:** Shelby County Schools, \$521,000; provided professional development focused on early learning skills and integration of the arts with STEM
- **Texas:** Fort Bend Independent School District, \$60,000; provided professional and curriculum development integrating theater objectives into other academic subjects to promote learning in both the arts and academic subjects
- **Utah:** Nebo School District, \$150,000; increased high-quality integrated arts learning in elementary classrooms, purchased instruments
- **Virginia:** Roanoke City Public Schools, \$ not provided; many students were sharing instruments and were unable to practice, purchased instruments allowing students to have their own instrument to practice
- **Washington:** Edmonds School District, \$17,000; provided teacher training on arts content areas with a focus on standards-based curriculum implementation, equity and inclusion

“We as a school district believe that music and the arts are integral in developing well-rounded students. This money has allowed us to target populations of students who tend to be underserved due to the remote location of their residence/school, including minority students and students of low economic status.”

–Beth Cummings, Director of Fine Arts, Polk County Schools, Florida