

Please post your questions, ideas, and suggestions:

Since Michael Butera's resignation, what has NAFME done to address issues of diversity and equity in our profession? Are there plans to address these issues in the future?

What policies, both within music education and within education at the state and federal levels, do you see as promoting improvement in terms of inclusion/diversity/equity/access? What policies do you see as most detrimental?

What questions do you have for the research community regarding inclusion/diversity/equity/access?

What can the research community do to assist you in your efforts to address inclusion/diversity/equity/access?

Some ideas for the ASPA community to do to help?

Chris - we spent some time yesterday evening networking with Congressional aides from both chambers and both sides of the aisle. We were talking about education policy and what is on the horizon. We met a young man who is with the HELP Committee of the U.S. Senate, fresh from Brown. His first job. He was taking on the role of another individual who was helpful during the ESEA reauthorization. She was the one responsible for writing the well-rounded definition that included music in ESSA. It will be hard to replace her. This new gentleman is well qualified. He is a Mexican immigrant who grew up on the streets of San Diego. His great passion is equity in education - making certain that people of all backgrounds have opportunity. He is deeply passionate about anything that can keep young people on a track to higher education in all of education including music education. We had a long conversation about some of the proposals introduced to you this evening. He made a request for more empirical data. Normally I say that it is very unusual to find Congressional aides that are interested in research. Usually they just want bullet point. This gentleman is not in that camp. He is passionate about research- and encouraged us to bring as much as we could - what are the benefits for high quality music education. So - the request this evening - he is interested in whether or not there is any connection in research between access to music education and students remaining in school not only in K-12 but continuing into higher education. So - no causality - but fascinated to hear about anything that does exist or is being worked on in this area. If you can help us investigate this issue - especially as we think there will be movement on HEA in 2017. A fruitful evening - and invite your input!

Carla - there is an opportunity for us to reach out to our colleagues - and investigation from Policy ASPA for this question.

Lauren - thank you for the presentation. Glad to see all of the efforts - a new direction for NAFME - and grateful for that.

Question: culturally relevant music and teaching. One of the biggest policy pushes for NAfME - the 2014 National Standards - really focusing on these traditional ways of doing music - eurocentric musical language. Are we still pushing the standards?

Mike - we are certainly still working with the standards.

Standards are not a curriculum - they are not meant to be limiting - and at the national level they are not a requirement. 12 states adopted so far. They become influential from the state level.

The standards, then, are 2 things - trying to move the field forward and also/always - kind of a codification of what is good and currently occurring in the field. A snapshot of good/best practice currently and also moving it a little bit forward.

The ensemble standards were designed for the traditional ensembles, primarily. Some of that could be relevant - and an effort on the part of the writers to try and avoid culture-centric language - there is a tendency to talk about the large ensembles a lot. The harmonizing instrument strand; the technology strand; the composition strand - can be opened up to find new ways of teaching.

As we move forward - we have a lesson plan database online - we are adapting 860 lessons to the new standards. We'd love to see lesson plans that are standards-related (music literacy) - come up with new ideas in getting to that in concrete ways that are culturally relevant. Connects back to the standards and true to the issues surrounding inclusivity and diversity.

Loneka - saw there was a slide point on multicultural festivals. U of TN - every other year there has been a festival on multicultural music. We would love to partner on that in the future.

I am also aware of a school district that offers a very wide range of courses in music - from "traditional" offers to guitar/country blue grass/audio engineering/hip hop/mariachi. Looking to do a study on how to do this - with district support. They want to take time prior to a research study. Examples out there of areas doing this work well within/culturally relevant/diverse course offerings.

Course offerings - diverse in K-12 or higher ed programs?

Mike - The answer is yes - it means both!

As an Association, we don't employ - so we can't give them orders. All we can do is encourage them by example and force of will. We as an Association stand behind an idea that there needs to be more diversity. If it works -you have to work at many levels at once. There are things happening in the schools - mentioned programs locally - perhaps give us some ideas - for the lesson plan database on the website - there are things going on in the schools near Ithaca, NY - there are pockets of really creative things across the nation. We need to have those happening in K-12 and we need to have that become part and parcel of the educational program of pre-service teachers when they go through higher ed. That takes some doing. It will not surprise any of you - in higher education - there is a certain amount of inertia - overcoming that inertia by asking people to adopt new approaches/new techniques - we need to do this. U of Kansas just accepted a student whose major instrument is the computer. We need to celebrate these individual successes K-12 and higher ed and try and make them more systemic.

Marvalene's festival work - let us know if there is a chance of making that go on again. We do have a procedure for co-sponsoring events. Please call and we will talk about how to do that - includes Board approval but it is doable.

Carla - a question at large - the Councils that we have - is to have someone on each Council with significant expertise with IDEA. I wonder if you had considered making IDEA a council and having that as a separate entity for the national organization? The Council organization is exactly the same way it is done at the state level - MEA level - and I am wondering if they had a model for a different kind of council really focused on IDEA - if the states wouldn't see that as something to consider at the state level? Which might help the idea/IDEA spread more quickly through the states?

Mike - that was discussed. The conclusion - at least tentatively - and will be reviewed again - the best short forward is to try and effect everything - to see everything through the lens of diversity - to distribute this through and across the Councils. If every one of our Councils has at least one person with expertise in this area. Perhaps we can pull on those people across the councils as a "think tank." There are a number of ways to do this... but this is our current trajectory. This is something that is important for everybody involved in the endeavor of music education. Your point that we need a central clearinghouse for ideas is quite true. The concept is to take all of those people from the Councils and to convene them separately as a think tank for this issue.

Carla - are you communicating an idea about expertise to the states. Have you put this out to the states? And that you are hoping that the states would take the same kind of step forward - people in their Council areas in IDEA.

Mike - the Division boards are made up of the national elected officers plus the state level elected officers. We have been having this discussion with the states via the Division board meetings. WE have not have a specific conversation about council structures due to diversity in state structures. WE have made this a clear objectives for the states.

Brent - are there models from other arts associations that we can learn from?

Mike - this is an issue for all of the arts and arts education organizations. We contacted our colleagues at Americans for the Arts - they have been working on this for 18 months - and said they didn't have advice - they are still learning. League of American Orchestras - they are trying some things - they are not much further than we are. Our colleague arts organizations (DAMT), they are recognize this issue. In honesty, I think they are where we are at - or a bit further behind.

Mike - Brookings study in education - this is also what Secretary King has talked about a lot. There is definitely a disconnect between racial make-up between the population of students and the population of teachers. This effects all of education. And music education is behind the general educational field. Brookings study - if we were to solve this issue now - we would have to have 1,000,000 anglo teachers leave the profession, and more than 600,000 Hispanic

teachers join and more than 300,000 African-American teachers join the profession. We need to work at this aspect - we need to try and help all of our teachers - regardless of background - to do a better job of reaching ALL of their students. As I said at the outset - it's not only morally the right thing to do - it's an absolute necessity.

Lauren - are there ways forward that we can work together as the Policy ASPA and the larger higher ed community to work with you? What else can we do to work with you?

Mike - you know your world much better than I. I hope you can get your creative heads together to help us think of new possibilities. At the Board meeting earlier this week - higher ed members - can I see your syllabus? Is there a way within SMTE in particular to identify and celebrate and share the most productive ideas in teacher preparation that are going on that have fruit for helping teachers be better prepared to meet the needs of all students as well as encouraging and nurturing along students of color and students of various/diverse backgrounds. Often starting in one institution and moving on to another one. If there is something I can help with as you come up with ideas - let us know.

Chris - I think that there will most definitely be additional opportunities on the legislative side of the work. There has been a tremendous amount of energy and effort that has gone into the relationship building on Capitol Hill but also at the US Department of Education. Building relationships with high-ranking people who care passionately about these issue and do want to work with us wiht state level implementation of ESSA and policy levers that help bring music education to more students. And as we move closer to 2017, it would be helpful to have a better sense from POLicy ASPA and research community at large - as to what the challenges are for students of all backgrounds - heading into a higher ed track in music education are facing - because we have spent a lot of time over the past decade in working in K-12 because of reauthorization of ESEA/NCLB. Now HEA is overdue - and this is new space for us - while Chris and Lynn get excited about the proposals here tonight - we'd love to learn what you think would positively impact music education for all students and teachers. It would be very productive for us.

Mike- attended the Congressional Hispanic Caucus Institute. The increasing strength of Hispanic serving institutions. Reach out to colleagues in these institutions - that serve large numbers of Hispanic or African-American or other minority communities. My experience of bringing new people into the fold, a personal, collegiate connection can be far more effective.

From Michael (Southeastern LA Univ.), a question I wanted to ask Mike, Chris, and all others in attendance: "Thinking about my pre-service teachers, how have those in higher ed had success in impressing upon our future teachers the importance of this issue? I wonder if it is hard for them to see this as important before they have dived into the field full time. I certainly wonder this as I bring this up with my pre-service teachers in my courses." Something that came to mind near the end of the presentation. Thanks, Michael