



# STATE OF THE ARTS REPORT

**PREPARED BY**  
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**PRESENTED BY**  
*Florida Collegiate NAfME*



# A WORD FROM THE ADVOCACY CHAIR



Welcome to the August 2019 *State of the Arts Report*! This newsletter is one of many advocacy resources Florida CNAfME offers to collegiate members, and is a relatively new endeavor that has been a long time coming.

The first *State of the Arts Report* was composed and published by the first State Advocacy Chair, Andrew Burk, in 2017. After the initial report was sent out January of that same year, however, no updated reports were released since.

In the words of Jeanne Reynolds, Chairwoman to the FMEA Government Relations Committee, writing a monthly report on the state of the arts in Florida can seem to be a “fool’s errand,” mainly because the arts, as well as the legislation that affects it, is a constantly changing matter. While it may seem foolish to some, I perceive this report as a viable tool for any collegiate who wishes to stay informed and better understand why and how to advocate for music in Florida.

I hope you will take the time to read through this *State of the Arts Report* and contact me with any questions or comments on how to improve later reports to better suit the needs of all members across the state.

Sincerely,

David Ramos  
Advocacy Chair  
Florida Collegiate NAFME



# RELATED NEWS

## A Call to Action

### Help NAFME fully fund Title IV-A



On Wednesday, June 19th, as part of the 2019 NAFME Hill Day, 140 collegiate students marched to Capitol Hill to advocate for full funding for Titles I, II, and IV-A of the Every Student Succeeds Act, to help fiscally support music programs across the country. First passed in December of 2015, the Every Student Succeeds Act (ESSA) is an important piece of legislation for music education because it includes music as a part of a "well-rounded education." This means that funding offered by ESSA can be utilized by music educators to support their music programs, as well as their professional development pursuits, such as state MEA or NAFME conferences. For more information on the Every Student Succeeds Act, visit [nafme.org/advocacy/essa](http://nafme.org/advocacy/essa).

This Hill Day, NAFME members were lobbying that Title IV-A be funded at \$1.6 billion. Because of the efforts of over 100 NAFME members, the House had voted to fund Title IV-A at \$1.32 billion. While a two-year budget deal was passed in the beginning of August, ultimately numbers are not yet final. The Senate will begin working on their appropriations when it reconvenes after Labor Day, which depending on if Congress chooses different priorities, could result in a decrease in Title IV-A funding. A call to action is necessary to make sure that Congress fully funds Title IV-A at \$1.6 billion. To find out how you can help our national organization to support our future profession, visit [nafme.org/title-iv-a-call-to-action](http://nafme.org/title-iv-a-call-to-action).





# ABOUT ADVOCACY

## "HOW DO I START?"

**It Starts with a Story.** Across the state of Florida, every collegiate music student has a story. A story of how music impacted their lives in a positive way and provided them with a passion to pursue it in higher education.

Your music story is arguably the most important tool you can use to advocate for music education because it is part of your human experience.

There is power in your story. That is why it is worth practicing and internalizing your story so that the act of telling it becomes second nature. Chances are if you share your story with conviction to anyone who will listen, they will. I have seen it happen with peers, professors, principals, and legislative officials. For those who listen, generally, they resonate with those stories, and sometimes even relate to them on a personal level.

If you are wondering how to start in terms of music advocacy, start with your own personal experience with music.

Start with your story.

***Jeanne Reynolds (Left) and Florida collegiate members Addy Burwell (Middle) and Dylan Heid (Right) share their stories to their state representatives on how music has affected their lives and countless others.***



Additional

# FINDINGS & RESOURCES

The findings stated to the left are results from two separate studies conducted to observe the impact the arts have on students' overall success.

71%

OF STUDENTS HIGHLY INVOLVED IN THE ARTS ATTEND COLLEGE.  
- CATERALL, 2012

STRONG CORRELATION EXISTS BETWEEN INVOLVEMENT IN THE ARTS AND ACADEMIC ACHIEVEMENT.

- KELLY, 2014

The Arts and Achievement in At-Risk Youth:

National Endowment for the Arts

Findings from Four Longitudinal Studies

A Cohort Study of Arts Participation and Academic Performance

A Comparison of Cohort Data from 2007-2008, 2010-2011, and 2013-2014  
Overview of Analysis Prepared by Dr. Steven N. Kelly, Florida State University

**OVERALL ACADEMIC SUCCESS**

**HIGHER TEST SCORES**

**HIGHER GPA's**

**REDUCED DROP OUT RATES**

**HIGHER GRADUATION RATES**

Participation in more than one fine arts credit is associated with higher proficiency rates at graduation. All three research studies have consistently shown that there continues to be a significantly greater difference between students enrolling in four or more credits of fine arts and those enrolling in few or no fine arts courses.

This difference extends across socioeconomic factors, race categories and students with disabilities.



It cannot be understated how important music is in the lives of students. For many, it is an essential part of their overall development. Pictured above are two studies that help support just that. The first, conducted by James Caterall in 2012 (pictured left), examined findings from four longitudinal studies conducted in 1997, 1998, 1999, and 2002 respectively, which tracked students academic growth over multiple years, and showed the positive relationship between arts involvement and academic and social achievements. The second (pictured right) is a more recent

cohort study conducted and repeated by Dr. Steve Kelly that again supports the correlation between involvement in the arts and academic success. Both studies are available for free online, and can be found through a quick Google search.

For additional resources from NAFME and FMEA that can help you better advocate at the local and state levels, visit [nafme.org/advocacy](http://nafme.org/advocacy) and [fmea.org/advocacy](http://fmea.org/advocacy).

# CHAPTER SPOTLIGHT



Along with related news and resources, this report will aim to "spotlight" a Florida chapter each month, highlighting its recent success and involvement in advocacy. This month, our *Chapter Spotlight* focuses on the Florida State University Chapter in Tallahassee, Florida.

This June, the chapter was awarded the NafME Chapter of Excellence Award for the category of Advocacy at the 2019 NafME Collegiate Advocacy Summit. This past academic year, the chapter has been heavily involved in local advocacy efforts, including a week long, campus-wide, advocacy awareness event titled #ARTSED4TOMORROW during "Arts in Education Week" in September. The Chapter of Excellence Award for Advocacy was previously awarded to the University of Miami Chapter in 2018, a testament to how important advocacy is to our Florida collegiate NafME members. Pictured above is President of the FSU Chapter, David Ramos, receiving the award on behalf of the chapter, alongside FMEA representatives Dr. John Southall, Dr. Kathleen Sanz, Dr. Shelby Chipman, Dr. Steve Kelly, and Dr. Ken Williams.

If you would like for your chapter to be spotlighted in future issues of this report, contact David Ramos at [dr15w@my.fsu.edu](mailto:dr15w@my.fsu.edu) with a written explanation of how your chapter is involved in advocacy and a picture of your membership in action.