Every child, at every school, deserves access to high-quality music education

Learn more and get involved

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Education Through Music

Every child, at every school, deserves access to high-quality music education

“I think the music program is just excellent. My child loves the music class she is in because she knows many schools don’t have music in the area.”

– Parent of ETM partner school student
ETM’s program is rooted in these core beliefs:

1. Strong school leadership is key to a successful partnership
2. A great teacher with the right professional development and mentorship is likely to remain in the profession and make a long-lasting impact on the community they serve
3. Professional development for non-music teachers helps promote cross-curricular integration and fosters school environments that value music
4. The music curriculum must be comprehensive, sequential and tied to grade-specific benchmarks
5. Music programs can help boost parental engagement, which in turn strengthens school communities

By partnering with under-resourced schools to deliver music as a core subject for ALL students, ETM makes music education a reality for tens of thousands of children who would otherwise have limited or no access to music education.

“ETM offers schools in low income neighborhoods the opportunity for a quality music education and instrumental program.”

~ Principal at ETM partner school

Since 1991 ETM has partnered with under-resourced schools to provide music as a core subject for all students.
Children Need Music at School

Music is an essential component of a well-rounded education.¹

Music motivates children to learn

School-based comprehensive music programs have three goals:

Teach basic musical concepts and skills
Foster a love of music
Spark a love of learning

83% of students at ETM partner schools love singing or playing instruments

Students who love learning have well-developed internal motivation. When students are motivated to learn something because they enjoy it, they fully engage in that topic and derive more benefits from it.²

Internally motivated students of music:
✔ Learn music more deeply,
✔ Are more likely to continue their music education,
✔ Are more likely to persist in musical tasks even when they are challenging.

Motivation for learning means motivation to stay in school

59% of middle-school students in ensembles have wanted to skip school but went anyway, because of ensemble

Motivation grows with ETM partnerships

Students at ETM partner schools agree they would take music class even if it was optional

New partner school students 62%
Three-year partner school students 67%

¹ The Every Student Succeeds Act (ESSA) includes the study of music as part of a well-rounded education. https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20of%202015.pdf
Research tells us that to develop internal motivation, students have to believe three things:\(^3\):

<table>
<thead>
<tr>
<th>Competence</th>
<th>ETM students are 2x more likely to report feeling competent and autonomy-supported in music than feeling frustrated and controlled.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>85% of ensemble students say they have made at least one new friend through ensemble</td>
</tr>
<tr>
<td>Relatedness</td>
<td>82% of ensemble students say they get along with the kids in ensemble</td>
</tr>
<tr>
<td></td>
<td>82% of students say their family is/would be proud of them for learning an instrument</td>
</tr>
</tbody>
</table>

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“This new music program is truly amazing! It has given my child confidence in singing and playing an instrument.”

– Parent of ETM partner school student

70% of parents whose children attend ETM partner schools agree that learning music helps their child’s social development.

Great teachers go beyond the classroom

72% of students say their music teacher or ensemble director is someone they can go to if they need help with something.

79% of students say their music teacher or ensemble director cares about them as a person.

Life skills to help children succeed

In addition to fostering motivation to learn music, quality general music education has been linked with the development of self-control, planning, and verbal intelligence: the life skills students need to make decisions, focus, plan, problem solve, and juggle multiple tasks.

Access to Music Education is Not Equal

Despite its benefits, quality music education is not universal. Too many schools lack the resources and funding to implement and sustain general music programs.
A dissonant reality

Economically disadvantaged schools in New York City, already struggling with accessing core programs, experience more barriers to offering a comprehensive music program.

Nationally, schools with highest concentrations of low-income students are twice as likely to rely on non-specialist teachers to provide music education than schools with fewer low-income students.5

In 2017-18, 19 states reported teacher shortages in music. NYC public schools have reported music teacher shortages for the last two school years.6

28% of schools in low-income areas of NYC reported decreased arts funding in the past year7

Schools in low-income areas of NYC are twice as likely as schools in high-income areas to have zero classrooms dedicated to music education7

ETM partners with schools that have higher needs and fewer resources

On average, 85% of ETM partner public schools’ student population come from low-income households

In 2017-18, 19 states reported teacher shortages in music. NYC public schools have reported music teacher shortages for the last two school years.6

85% of families say it would be difficult for them to pay for private music lessons without a school music program

88% of families agree it is important their child’s school has a music program

5 https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf
6 https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf
7 These findings are based on calculations from the 2016-17 Arts in Schools Report (https://centerforartsed.org/sites/default/files/2016-17_annual_arts_in_schools_report_final.pdf) and district income data compiled in this report by the Center for New York City Affairs: (https://static1.squarespace.com/static/53ee4f0be4b015b9c3690d84/t/5b3a61c8786d46599ed10013/1530552778646/Paradox+of+Choice.pdf)
We Break Down the Barriers to Music Education

ETM partners with schools to provide music programs that make a difference. Our programming uses evidence-informed strategies that address the difficulties of implementing and sustaining a comprehensive school music program.

“We have a new teacher who is energetic, fun and relates well with students.”

– Principal at ETM partner school

“I am glad that I was able to bring this program to our school this year.”

– Principal at ETM partner school
The ETM model

Partner with principals to develop a sustainable program in their school
- Integrate the music program into the school culture
- Offer professional development to non-music teachers
- Help obtain funding for instruments and equipment
- Equip new music classrooms

Hire qualified music teachers and match them with a partner school
- Find candidates who possess musical expertise and pedagogical skill
- Match teachers with the unique needs of each partner school
- Connect teachers to professional peer network
- Provide professional development geared towards the unique needs of music teachers
- Assign mentors who provide resources and support (e.g., lesson planning, classroom management, performances, observation and feedback, problem solving)
- Provide teachers with standards-aligned benchmarks to inform curricula design
- Support teachers in obtaining certification

Equip teachers with the tools to succeed
- Partner schools hire their teacher from ETM
- ETM provides ongoing mentorship and professional development to teachers hired by partner schools
- Help obtain funding for instruments and equipment
- Equip new music classrooms
- Connect teachers to professional peer network
- Provide professional development geared towards the unique needs of music teachers
- Assign mentors who provide resources and support (e.g., lesson planning, classroom management, performances, observation and feedback, problem solving)
- Provide teachers with standards-aligned benchmarks to inform curricula design
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Institute a sustainable program
- Partner schools hire their teacher from ETM
- ETM provides ongoing mentorship and professional development to teachers hired by partner schools
- Help obtain funding for instruments and equipment
- Equip new music classrooms
- Connect teachers to professional peer network
- Provide professional development geared towards the unique needs of music teachers
- Assign mentors who provide resources and support (e.g., lesson planning, classroom management, performances, observation and feedback, problem solving)
- Provide teachers with standards-aligned benchmarks to inform curricula design
- Support teachers in obtaining certification

Provide quality music education to ALL students
- 40% of students in new partner schools report they have NEVER before had a general music class
Our Work Strikes a Chord

Teaching music isn’t a solo act

ETM’s programming is designed to combat teacher turnover and keep great music teachers in schools. We provide teachers with access to resources, mentoring, and professional networks that reduce professional isolation and help build support for music programming within the school culture.

It takes the whole orchestra

Findings from the field of educational research suggest that teacher retention is driven by:

- Teacher’s peer networks
- Resources
- Mentorship
- Principals & school community

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ETM brings the orchestra together

Protecting teachers from the professional isolation that leads to turnover

80% of music teachers agree that because of their affiliation with ETM they have become part of a community of music teachers

ETM music teachers who feel supported by their school feel more competent in their teaching than those who feel less supported. However, feeling a strong connection with ETM’s community of music teachers is associated with a significant decrease in this competence gap.\(^\text{11}\)

87% of music teachers agree that benchmarks provided by ETM are helpful for creating a curriculum

91% of surveyed partner school principals agree that ETM provides their music teacher(s) with specialized support that would be hard to provide otherwise

89% say their mentor gives constructive feedback

93% of music teachers rated their relationship with their ETM mentor as excellent or very good

91% say their mentor is supportive of their needs in general

96% say their mentor is there when needed and timely in their responses

Teacher’s peer networks

- Collaborative idea-sharing and support
- Help bolster inter-school connectivity

Resources

- Lesson ideas & repertoire
- Music-specific professional development
- Classroom supplies (e.g. instruments)
- Professional Development
  - Year-round music-specific PD for music teachers
  - Two-week summer Academy to help teachers kick-start the school year
  - External PD opportunities, including funding for Orff certification
  - Financial support for those earning Master’s degrees in music education

Mentorship

- 1-on-1 coaching, guidance, and support for new music teachers

* Based on a two-way interaction between affiliation with ETM music teacher community and sense of school support, controlling for teacher experience, race/ethnicity, and gender.
Principals & school community

- Partner with principals to integrate music program into the school culture
- ETM helps principals budget for music in the long-term and secure external funding to support programs

73% of music teachers agree their school administration was supportive with concert planning and organizing

88% of surveyed partner school principals rate ETM as above average or excellent at integrating the music program into the culture of the school

100% of surveyed partner school principals agree that concerts and musical performances are an important part of their school’s culture

“My orchestra is the heartbeat of my school.”
- Principal at ETM partner school

Teachers see the results in their school community

71% of music teachers agree their school community collaborated to support concerts
## Sample & Method

**Approximately**

<table>
<thead>
<tr>
<th><strong>1500</strong></th>
<th><strong>46</strong></th>
<th><strong>20</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>students</td>
<td>teachers</td>
<td>partner schools</td>
</tr>
</tbody>
</table>

**Schools** are demographically representative of larger pool of partner schools.

**Students** randomly selected from across all 3rd–8th grade classes within a school, approx. 25 students per grade per school.

**Students surveyed by** trained Field Associates.

**Measures** adapted from current literature and adapted for context; piloted and refined during Fall 2017.

Questions regarding this report can be directed to eval@ETMonline.org
Acknowledgements

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The students, music teachers, principals, and family members who generously gave their time to participate in surveys; the Field Associates who tirelessly collected student data in Fall 2017 and Spring 2018; ETM staff and teachers who provided feedback on everything from survey design and translation to interpreting findings and reporting; the Board Evaluation Committee for their feedback and support; Dialectic for the report design; and the Institutional Review Board for the New York City Department of Education.
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