



**To Our Valued Customers**  
**From: David and Diane Browne**  
**Owners of Anaheim Band Instruments, Inc.**

## **PLEASE SHARE THIS INFORMATION WITH OTHERS**

### **Re: 2008 CALIFORNIA STATE BUDGET CRISIS**

Recently, it was announced that school districts throughout the state of California must make proposals to reduce their budgets. Many programs are now being considered for elimination, and classroom teachers, classified staff, specific subject teachers, educational programs and administrative positions are receiving layoff notices. Final decisions for these cuts will not be certain until next year's state budget is solidified on May 15th.

The budget crisis of 2008 is unprecedented and broad in scope. Since the legislature has not made final decisions, there may still be time to influence the end result. Debates surrounding cuts to education are politically charged, and so these proposed cuts may be spared in the final analysis. Negotiations will remain on the table until these final budget decisions are announced.

### **HOW YOU CAN HELP:**

The public must continue to insist that money not be taken from education to generate revenue. Two thirds of the Legislature must sign off on the proposed budget, so be vocal with your elected officials. Districts must put together budgets by the end of June, while the state can drag the budget process out over the summer. Nothing will get done unless the public demands it.

### **WRITE LETTERS TO THE LEGISLATURE**

Letter writing campaigns are always powerful and easy to get going. Provide addresses of elected officials. Recommend that letters be brief and to the point, and most importantly, that comments written are voiced respectfully and factually.

### **SAMPLE LETTERS AND LIST OF LEGISLATORS**

Tustin USD has published a tremendous resource packet on their website. Included are sample letters to print and/or revise. You will need the name and address for your local assemblyperson. Remember to edit any details specific to your school district and city and to sign your letters.

<http://www.tustin.k12.ca.us/HTML/NewsCenter/PressReleases/prarticles/2007-08pr/080311-budget-update.pdf>

### **ATTEND A SCHOOL BOARD MEETING**

Show your support for music education in your community by attending and speaking at a School Board meeting. With a small degree of effort, parents, neighbors, alumni and concerned citizens, who live within your School District can be recruited to attend School Board Meetings. Post upcoming dates and location of meetings.

### **FORM A COALITION**

Coalitions and Education Foundations can be formed to centralize advocacy efforts. This can be helpful if raising funds for a campaign is seen as a primary goal. Tax deductible donations can be collected this way to be utilized for a specific cause.



## **PLEASE SHARE THIS INFORMATION WITH OTHERS**

### **SUPPORT FOR MUSIC EDUCATION**

The information provided in this packet is specific to music programs, which we believe are vital to a child's education. Therefore, there is an abundance of advocacy materials listed in these pages.

### **FINE ARTS EDUCATION AS CORE CURRICULUM**

The benefits of a Fine Arts component in well-rounded, comprehensive education are well documented, and the data continually shows positive, measurable results. Still, from time to time, School Music Education becomes the target of state budget cuts. Throughout many regions of the United States, Music Education and the Fine Arts are valued as core curriculum, which means that these subjects are an integrated, required course of study.

Decisions for California's budget cuts on education weigh heavy on local administrators. The inherent problem of political correctness often ties their hands, and may limit where cuts can be or should be made. The pressure to raise academic scores may cause short-sighted actions, and may ignore the development of the well-adapted, critical thinker.

The result is that when budget cuts are announced, Fine Arts programs continue to face reduction and elimination. Over and over again, through heated protest, we have seen parents and citizens in the community voice their concern, take a stand, and rally against these budget cuts.

The battle to keep Music Education in the schools is often won. Studies support the benefits of Fine Arts overwhelmingly, citing the positive affects on student's cognitive and personal development, their measurable accomplishments and test scores.

### **LOCAL MUSIC STORES**

Local school music stores are a strong ally to help support your efforts. Personnel have personal testimonials about their positive experiences in music and share a dedicated belief in the value of music education. With district matters, on the other hand, it is our opinion that store owners must always consider the perception of 'conflict of interest'. Local school district battles are best fought and won by local constituents; the parents and residents who pay taxes and vote within the boundaries.

### **An example of how one district rallied to save the music: OUSD**

In 2005, Orange Unified School District faced the elimination of the Elementary Music program entirely. A group of parents and community members gathered together and formed a "Music Matters" committee. The Committee worked in tandem with the superintendent's office, the school board and a National Consultant.

Through raising funds, The Music Matters Committee hired a professional consultant, Dr. John Benham, nationally recognized for saving music programs in jeopardy of budget cuts. An introductory meeting was planned, a colorful flyer was created, and all were invited to come and hear Dr. Benham speak. Coffee and light snacks were provided.

At the meeting, a leadership team was built and a report of facts was compiled to present at future board meetings. The Music Matters Committee continued to advocate to reinstate the music program and won.



## **Where can you get more information to support Music Education?**

More than ever before, we know the importance of music in a child's life. You'll find that we've listed resources for local advocacy efforts. Parents, educators and members of the community can voice their support to help strengthen school-based music programs where they're in trouble, and to restore them where they've been eliminated. Together, we can make sure all children feel the vital power of music.

AMC- American Music Conference

<http://www.amc-music.com/advocacy/resources.htm>

On the AMC site, this page allows you to send a link to a friend. You may consider getting out this information to others. Don't forget current and alumni students.

Resources on the AMC site:

- Music Education Advocate's Toolkit: How to Strengthen Music in Your Community
- Essential Advocacy Resources for Music
- Supportmusic.com offers effective tips for taking action and to save school music programs
- Americans want music in their schools! View the 2003 Gallup Poll, "American Attitudes Toward Music" Survey
- Click here to see our Public Service Announcements on the powerful benefits of music and how you can enjoy them in your community
- Advocacy Brochures and Pamphlets
- AMC Newsletters & Publications
- Articles

[www.supportmusic.com](http://www.supportmusic.com) is a public service website provided by the National Music Education Coalition. There are articles, links and action materials.

<http://www.abimusic.com/advocacyresources.htm> Yes, Anaheim Band is proactive in support of music education. However, we believe there is a perceived degree of 'conflict of interest' for us to protest at the local school district level, except where we are, ourselves, parents of school aged children. That is best handled by constituents.

[www.childrensmusicworkshop.com/advocacy/musicisbasic.html](http://www.childrensmusicworkshop.com/advocacy/musicisbasic.html)

Dr. John Benham- This is a slideshow showing the facts of value in music education.

<http://www.supportmusic.com/kit/contents/3.TheAdvocatesPlan.ppt>



## The Value of Music Education

Music education provides an opportunity to develop:

- **Social skills** - daily group interaction/rehearsals
- **Work ethic** - setting a performance goal
- **Problem solving skills** - developing methods and practice techniques
- **Motor skills** - hand-eye coordination and psychomotor skills
- **Leadership skills** - students acting as section leaders and group officers
- **Reading skills** - daily sight reading practice
- **Creativity** - music interpretation, improvisation, and composition
- **A sense of Responsibility** to self and others - fulfilling assigned expectations of teachers and peers
- **Math skills** - complex time signatures and rhythms
- **Self-motivation** - level of success relates to amount of effort
- **Self-esteem** - reaching a set performance goal
- **Concentration skills** - focusing on the task at hand

**Music Education  
is much more  
than  
recitals,  
concerts,  
pep bands,  
and  
parades!**

Without music in the school curriculum, children are denied something that can greatly enrich their lives. Music is vital to their education for its aesthetic, historical, and cultural value. To realize these benefits means going beyond using the arts merely for exposure or enrichment. Education in music means regular, sequential engagement with the discipline of music as a body of knowledge and skills to be acquired and applied by students for a lifetime.

Children who participate in music are also aided in coordination, goal-setting, concentration, self-expression, and cooperation.

Through music experiences, children can become better listeners and can develop musical intelligence. They also develop pride and a sense of accomplishment as young musicians.



Articles cited from <http://www.menc.org/publication/articles/academic/academic.htm>

#### Did You Know?

Over the last decade, a series of new scientific studies have demonstrated a link between active music making and increased brainpower. Young students who participate in music show improved spatial-temporal reasoning, which is the foundation of later success in math and science.

Music study can help kids understand advanced math concepts. A grasp of proportional math and fractions is a prerequisite to understanding math at higher levels. Music involves ratios, fractions, proportions and thinking in space and time.

#### Did You Know?

High school music students score higher on SATs in both verbal and math than their peers. In 2001, SAT takers with coursework/experience in music performance scored 57 points higher on the verbal portion of the test and 41 points higher on the math portion than students with no coursework/experience in the arts. Source: Profile of SAT and Achievement Test Takers, The College Board, compiled by Music Educators National Conference, 2001.

#### Did You Know?

Data from the National Educational Longitudinal Study of 1988 showed that music participants received more academic honors and awards than non-music students, and that the percentage of music participants receiving As, As/Bs, and Bs was higher than the percentage of non-music students.

#### Did You Know?

College-age musicians are emotionally healthier than their non-musician counterparts. A study conducted at the University of Texas looked at 362 students who were in their first semester of college. They were given three tests, measuring performance anxiety, emotional concerns and alcohol related problems. In addition to having fewer battles with the bottle, researchers also noted that the college-aged music students seemed to have surer footing when facing tests. Source: Houston Chronicle, January 11, 1998

#### Did You Know?

A ten-year study, tracking more than 25,000 students, shows that music-making improves test scores. Regardless of socioeconomic background, music-making students get higher marks in standardized tests than those who had no music involvement. The test scores studied were not only standardized tests, such as the SAT, but also in reading proficiency exams. Source: Dr. James Catterall, UCLA, 1997

#### Did You Know?

The world's top academic countries place a high value on music education. Hungary, Netherlands and Japan stand atop worldwide science achievement and have strong commitment to music education. All three countries have required music training at the elementary and middle school levels, both instrumental and vocal, for several decades. The centrality of music education to learning in the top-ranked countries seems to contradict the United States' focus on math, science, vocabulary, and technology. Source: 1988 Intn'l Assoc. for the Evaluation of Educational Achievement (IAEEA) Test

#### Did You Know?

Music training helps under-achievers. In Rhode Island, researchers studied eight public school first grade classes. Half of the classes became "test arts" groups, receiving ongoing music and visual arts training. In kindergarten, this group had lagged behind in scholastic performance. After seven months, the students were given a standardized test. The "test arts" group had caught up to their fellow students in reading and surpassed their classmates in math by 22 percent. In the second year of the project, the arts students widened this margin even further. Students were also evaluated on attitude and behavior. Classroom teachers noted improvement in these areas also. "Learning Improved by Arts Training" by Martin Gardiner, Alan Fox, Faith Knowles, and Donna Jeffrey, in the May 23, 1996 issue of Nature.

"Music education can be a positive force on all aspects of a child's life, particularly on their academic success. The study of music by children has been linked to higher scores on the SAT and other learning aptitude tests, and has proven to be an invaluable tool in classrooms across the country. Given the impact music can have on our children's education, we should support every effort to bring music into their classrooms." Source: U.S. Senator Jeff Bingaman (NM)