

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 1253 Early Childhood Music Education Incentive Pilot Program

SPONSOR(S): Perry and others

TIED BILLS: **IDEN./SIM. BILLS:** SB 1550

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee	10 Y, 0 N	Brink	Fudge
2) Education Appropriations Subcommittee			
3) Education Committee			

SUMMARY ANALYSIS

Some studies have indicated a correlation between instruction in fine and performing arts and student achievement in core academic subjects, including reading and math. However, while the number of elementary music classes has increased statewide, some school districts do not have any elementary students enrolled in music courses.

The bill establishes the 3-year Early Childhood Music Education Incentive Pilot Program in the Department of Education to assist selected school districts in implementing comprehensive music education programs for students in kindergarten through grade 2. The bill establishes eligibility requirements for participating school districts and requires the Commissioner of Education to select qualifying schools to participate in the pilot program. Each participating school district's superintendent must annually certify to the commissioner that the district meets the eligibility requirements for the pilot program.

The bill requires the University of Florida's College of Education to evaluate the effectiveness of the program based on student performance and the success of the program. The evaluation must at least include a quantitative analysis of student achievement and a qualitative evaluation of students enrolled in the comprehensive music education programs.

There is a requested budget for one year of the program at \$500,000. See FISCAL COMMENTS, *infra*.

The bill takes effect July 1, 2016.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Positive Effects of Music Education

Some studies have indicated a correlation between instruction in fine and performing arts and student achievement in core academic subjects, including reading¹ and math.² Additionally, a variety of aspects of cognitive development have been shown to be positively linked with music instruction in school, including spatial-temporal abilities, selective attention, and memory for verbal stimuli.³ Further, some research has identified a positive association between music education and increases in student self-esteem, academic success, and discipline.⁴

Visual and Performing Arts Academic Standards and Student Enrollment

The state's academic standards are required to include standards for instruction for visual and performing arts. Such standards must include specific curricular content and include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade five.⁵

Current law requires the commissioner to prepare an annual report that includes information, based on annual reporting by schools, regarding student access to, and participation in, fine arts courses; the number and certification status of educators providing arts instruction; educational facilities designed and classroom space equipped for fine arts instruction; and the manner in which schools are providing the core curricular content for fine arts established in the Next Generation Sunshine State Standards. The report must be posted on the Department of Education's website and updated annually.

Fine arts courses, for purposes of the annual report, include visual arts, music, dance, and theatre courses. According to the latest annual report the number of elementary music classes has increased statewide.

2011-12		2012-13		2013-14		2014-15	
# of Classes	% of Classes	# of Classes	% of Classes	# of Classes	% of Classes	# of Classes	% of Classes
6,683	20.0%	10,806	26.5%	10,940	27.7%	10,375	26.2%

However, in some school districts there is no student enrollment in K-5 music programs.⁶

¹ See, e.g., The President's Committee on the Arts and The Arts Education Partnership, *Champions of Change: The Impact of the Arts on Learning* (1999), available at <http://artsedge.kennedy-center.org/champions/pdfs/ChampsReport.pdf>; James S. Catterall, et al., National Endowment for the Arts, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* (2012), available at <http://www.nea.gov/research/Arts-At-Risk-Youth.pdf>.

² M.F. Gardiner, et al., *Learning Improved by Arts Training*, 381 NATURE 284 (1996).

³ See, e.g., Lois Hetland, Learning to Make Music Enhances Spatial Reasoning, 34 J. Aesthetic Ed. 179 (2000); Hurwitz, et al., *Nonmusical Effects of the Kodaly Music Curriculum in Primary Grade Children*, 8 J. LEARNING DISABILITIES 167 (1975); Yim-Chi Ho, et al., *Music Training Improves Verbal but Not Visual Memory: Cross-Sectional and Longitudinal Explorations in Children*, 17 NEUROPSYCHOLOGY 439 (2003).

⁴ See e.g., Cecil Adderley, et al., "A home away from home": *The world of the high school music classroom*, 51 J. MUSIC RES. 190 (2003).

⁵ Section 1003.41(2)(e), F.S.

⁶ School districts with no reported enrollment in music programs include: Dixie, Franklin, Gadsden, Gilchrist, Glades, Gulf, Hamilton, Holmes, Indian River, Lafayette, Madison and Putnam. See Florida Department of Education, *Fine Arts Enrollment*, <https://edstats.fldoe.org/SASWebReportStudio/openRVUrl.do?rsRID=SBIP%3A%2F%2FMETASERVER%2FARM%2FFPERA%2FEIAS%2FFINE+ARTS%2FWEB+REPORTS%2FFine+Arts+Enrollment.srx%28Report%29> (last visited Jan. 28, 2016).

Effect of Proposed Changes

The bill establishes the 3-year Early Childhood Music Education Incentive Pilot Program in the Department of Education to assist selected school districts in implementing comprehensive music education programs for students in kindergarten through grade 2.

The bill establishes eligibility requirements for participating school districts and requires the district school superintendent to certify to the Commissioner of Education that the district meets the criteria each year it participates in the program. To be eligible, each school in the district must have established a comprehensive music education program that:

- Includes all students enrolled in kindergarten through grade 2.
- Is staffed by “certified music educators.”
- Provides music instruction for a least 30 consecutive minutes 2 days a week.
- Complies with class size requirements under s. 1003.03, F.S.⁷
- Complies with the “department’s standards for early childhood music education programs” for students in kindergarten through grade 2.

The commissioner must select school districts for participation in the pilot program, subject to legislative appropriation, based on the school district’s proximity to the University of Florida and needs-based criteria established by the State Board of Education. Selected school districts must annually receive \$150 per full-time equivalent student in kindergarten through grade 2.

Each selected school district must recertify to the commissioner each year of the pilot program that it meets the eligibility requirements established by the bill. If a selected school district does not provide the annual certification for a fiscal year, the school district must return all funds received through the pilot program for that fiscal year.

The bill requires the University of Florida’s College of Education to evaluate the effectiveness of the program based on student performance and the success of the program. The evaluation must at least include a quantitative analysis of student achievement and a qualitative evaluation of students enrolled in the comprehensive music education programs.

The bill authorizes the State Board of Education to adopt rules to implement the pilot program.

B. SECTION DIRECTORY:

Section 1. Creates s. 1003.481, F.S.; creating the pilot program within the Department of Education for a specified period; providing for school district eligibility; providing comprehensive music education program requirements; providing for school district selection, funding, and incentive payments; requiring selected school districts to annually provide a specified certification to the Commissioner of Education; requiring a selected school district to return funds under certain circumstances; requiring the University of Florida’s College of Education to perform an evaluation; authorizing the State Board of Education to adopt rules; providing for expiration.

Section 2. Provides an effective date of July 1, 2016.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

⁷ Section 1, Article IX of the Florida Constitution requires the Legislature to make adequate provision to ensure that there are a sufficient number of classrooms in Florida so that the maximum number of students assigned to each teacher does not exceed 18 students for prekindergarten through 3rd grade, 22 students for 4th through 8th grades, and 25 students for 9th through 12th grades. Extracurricular courses are statutorily excluded from the class size mandate; thus, its requirements apply only to core curricula courses. Section 1003.03(1), F.S.

1. Revenues:

None.

2. Expenditures:

See FISCAL COMMENTS, *infra*.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The funding for this program will be primarily directed towards the chosen school districts to operate music education programs in grades K-2. In addition, a portion of the funding will be directed to the University of Florida to conduct an effectiveness study on the pilot program. Researchers from the University of Florida's College of Education will collect and analyze quantitative and qualitative data for the next three consecutive years regarding this program and present its findings to the state. The requested budget for one year of the program is \$500,000.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill authorizes the State Board of Education to adopt rules to implement the pilot program.

C. DRAFTING ISSUES OR OTHER COMMENTS:

It is unclear the number of school districts the Commissioner may select to participate. The bill does not establish guidelines for the needs-based criteria that the State Board of Education must establish. The bill does not specify whether the University of Florida must report any findings based on its evaluation of participating school districts. It is unclear which subject areas must be evaluated with respect to student performance.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

None.