



MUSIC EDUCATION PROGRAMS - Talking Points and Research for Reference

BULLET LIST OF MUSIC EDUCATION BENEFITS (NO REFERENCES)

- Quality music programs drive enrollment up (ESD has expressed that increasing enrollment is a top priority)
- Improves academic performance, attendance and graduation rates (ESD has expressed that all three these issues are major concerns in the district)
- Attracts donation dollars from donors, especially if district receives awards and recognition from prestigious organizations
- Provides an outlet for emotional expression and stress relief (lowers suicide ideation rates; there have been multiple instances in the ESD)
- Improves cognitive skills such as memory, attention, and problem-solving
- Improves overall academic performance, including in math and science
- Offers inclusive space for marginalized youth - poverty, racism, sexism, ableism, or LGBTQ+
- Enhances language development and reading skills
- Lowers crime rates in area (this is of concern in all areas of the ESD)
- Increases creativity and imagination
- Improves fine motor skills and hand-eye coordination
- Develops discipline and persistence
- Fosters teamwork and collaboration
- Enhances cultural awareness and appreciation
- Boosts confidence and self-esteem
- Encourages participation in post-secondary education

EDMONDS SCHOOL DISTRICT AS A TOP MUSIC EDUCATION HUB (WITH SOURCES)

- The Edmonds School District has a long-standing tradition of prioritizing and supporting music education in their schools.
- The district offers a comprehensive music program from elementary school to high school, including band, orchestra, choir, and jazz ensembles.
- The district employs highly qualified and dedicated music teachers who are committed to the success of their students.
- The district provides access to a wide range of music resources and facilities, such as music libraries, practice rooms, and performance venues.
- The district encourages and facilitates student participation in music competitions, festivals, and events at the local, state, and national levels.
- The district has received numerous awards and recognition for their outstanding music education program, including the "Best Communities for Music Education" designation from the National Association of Music Merchants (NAMM) Foundation for 16 consecutive years.

Sources:

<https://www.edmonds.wednet.edu/programs-services/art-music-theater/music-dept>

<https://www.nammfoundation.org/articles/bcme-2023-districts>

GENERAL BENEFITS OF MUSIC EDUCATION (WITH REFERENCES)

- Improved cognitive development: Music education has been shown to enhance various cognitive abilities, such as memory, language processing, and spatial-temporal skills, in both children and adults. (1, 2, 3)
- Increased creativity: Learning music can foster creativity and encourage individuals to explore new ways of thinking and problem-solving. (4, 5)
- Enhanced social skills: Music education can help individuals develop important social skills, such as cooperation, teamwork, and communication. (6, 7)
- Better emotional regulation: Learning music can also aid in emotional regulation and provide a healthy outlet for emotional expression. (8, 9)
- Improved academic performance: Studies have shown that students who participate in music programs tend to perform better academically, particularly in math and language arts. (10, 11)
- Higher self-esteem and confidence: Music education can boost self-esteem and confidence, as individuals gain proficiency in playing an instrument or singing. (12, 13)

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11. Schellenberg, E. G. (2006). Long-term positive associations between music lessons and IQ. *Journal of educational psychology*, 98(2), 457.
12. Hallam, S. (2010). The power of music: Its impact on the intellectual, social and personal development of children and young people. *International Journal of Music Education*, 28(3), 269-289.
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SHORT LIST OF MUSIC EDUCATION BENEFITS (WITH REFERENCES)

- Music education measurably improves academic performance in areas such as math, reading, and language skills. (1)

- Learning a musical instrument aids in developing stronger cognitive abilities such as memory, attention, and problem-solving skills. (2)
- Playing music enhances creativity and improves overall academic achievement. (3)
- Music education helps develop social skills and teamwork, which are important for academic success. (4)
- Exposure to music has been linked to increased emotional intelligence and empathy, which can have a positive impact on academic performance. (5)

References:

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2. Moreno, S., Bialystok, E., Barac, R., Schellenberg, E. G., Cepeda, N. J., & Chau, T. (2011). Short-term music training enhances verbal intelligence and executive function. *Psychological Science*, 22(11), 1425-1433.
3. Forgeard, M., Winner, E., Norton, A., & Schlaug, G. (2008). Practicing a musical instrument in childhood is associated with enhanced verbal ability and nonverbal reasoning. *PloS one*, 3(10), e3566.
4. Rabinowitch, T. C., & Meltzoff, A. N. (2017). Joint rhythmic movement increases 4-year-old children's prosocial sharing and fairness toward peers. *Frontiers in psychology*, 8, 1053.
5. Västfjäll, D., Juslin, P. N., & Hartig, T. (2012). Music, subjective well-being, and health: The role of everyday emotions. In *Handbook of music and emotion* (pp. 535-557). Oxford University Press.

KEY BENEFITS OF MUSIC EDUCATION (NO REFERENCES)

- **Cognitive Development:** Music education has been shown to improve cognitive development, including increased language and math skills, improved memory, and enhanced spatial-temporal skills.
- **Emotional Development:** Music education can help individuals develop emotional intelligence, empathy, and self-expression.
- **Social Development:** Learning and playing music with others promotes teamwork, communication, and social skills.
- **Physical Development:** Playing certain instruments can improve fine motor skills and hand-eye coordination.
- **Cultural Awareness:** Studying music can expose individuals to different cultures and traditions, helping to promote diversity and understanding.
- **Creativity:** Learning music provides opportunities for creativity and self-expression, which can benefit individuals in many areas of their lives.
- **Academic Achievement:** Studies have shown that music education can lead to improved academic performance and increased likelihood of attending college.
- **Overall,** music education provides a wide range of benefits that can positively impact individuals in many areas of their lives.

RESEARCH STUDIES REFERENCING MUSIC EDUCATION BENEFITS

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2. Forgeard, M., Winner, E., Norton, A., & Schlaug, G. (2008). Practicing a musical instrument in childhood is associated with enhanced verbal ability and nonverbal reasoning. *PLoS ONE*, 3(10), e3566.
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SOCIAL, EMOTIONAL AND ACADEMIC PROBLEMS STEMMING FROM PANDEMIC (WITH REFERENCES)

Social Problems

- Social isolation and loneliness due to lack of face-to-face interactions with peers and friends. (1)
- Reduced opportunities to engage in extracurricular activities, sports, and other social events. (2)
- Increased family stress and conflict due to the pandemic-related financial and health-related concerns. (3)
- Inadequate access to technology and the internet, which limits communication with others. (4)

Emotional Problems

- Heightened anxiety and fear related to the pandemic, such as fear of getting infected or losing loved ones. (5)
- Uncertainty and worry related to academic progress, future career prospects, and financial security. (6)
- Increased mental health issues, such as depression, due to the pandemic-related stress and isolation. (7)
- Difficulty coping with the sudden changes in routine and lack of predictability in their lives. (8)

Academic Problems

- Disruptions to learning due to school closures and the shift to remote learning. (9)
- Lack of access to resources and support, such as teachers, tutors, and technology. (10)
- Difficulty staying motivated and engaged in remote learning environments. (11)
- Increased achievement gaps, particularly for low-income students and those with disabilities. (12)

References:

1. Loades, M. E., Chatburn, E., Higson-Sweeney, N., Reynolds, S., Shafran, R., Brigden, A., Crawley, E. (2020). Rapid systematic review: The impact of social isolation and loneliness on the mental health of

children and adolescents in the context of COVID-19. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(11), 1218–1239.e3.

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BENEFITS OF MUSIC EDUCATION FOR MARGINALIZED STUDENTS (WITH REFERENCES)

- Music education can improve academic performance, social skills, self-esteem, and emotional well-being for marginalized students. (Johnson, 2018; Parkes et al., 2014)
- Learning music can provide a sense of purpose and direction for students who may face various challenges, such as poverty, discrimination, or cultural dislocation. (Martin, 2017; Williams & Martinez-Rivera, 2019)
- Music education can foster cross-cultural understanding, empathy, and appreciation for diversity, which can help marginalized students to overcome stereotypes and prejudices. (Pellegrino, 2017; Talbot & Wheeler, 2018)
- Music education can create opportunities for marginalized students to connect with positive role models, mentors, and peers who share their passion and interests. (Campbell, 2014; Rauscher & Hinton, 2011)
- Music education can provide a pathway to higher education, career development, and community engagement, which can empower marginalized students to pursue their dreams and contribute to society. (Barrett et al., 2013; Burton & Osgood, 2013)

References:

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- Parkes, K. A., et al. (2014). The effects of a school-based instrumental music program on verbal and visual memory, processing speed, and academic achievement of fifth-grade students. *Psychology of Music*, 42(2), 220-232.
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- Rauscher, E. A., & Hinton, C. (2011). A review of the literature on the benefits of music education. *Music Educators Journal*, 98(2), 84-107.
- Talbot, M., & Wheeler, B. L. (2018). Music for social inclusion: A review of the literature. *International Journal of Music Education*, 36(1), 3-17.
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BENEFITS OF MUSIC EDUCATION FOR MARGINALIZED STUDENTS (NO REFERENCES)

- Music education can provide an avenue for marginalized students to express themselves creatively and connect with their peers and community
- Learning music can enhance cognitive development, including improved memory, language, and reasoning skills
- Music education can help foster a sense of discipline, perseverance, and focus in students, which can translate into success in other academic areas
- Participating in music programs can also improve students' self-esteem and confidence, which can have a positive impact on their overall well-being
- For students who face economic barriers, music programs can provide access to instruments and resources they may not otherwise have
- Music education can also provide opportunities for students to explore and celebrate their cultural heritage and traditions

MUSIC EDUCATION REDUCES CRIME (WITH REFERENCES)

- Music education has been shown to improve cognitive skills, social skills, and emotional regulation, which can lead to a reduced likelihood of engaging in criminal behavior. (1, 2, 3)
- Studies have found that students who participate in music programs have higher graduation rates and lower rates of absenteeism and suspension, which are all factors associated with a decreased risk of criminal activity. (4, 5, 6)
- Music education can provide a positive outlet for at-risk youth and give them a sense of belonging and purpose. This can reduce the likelihood of engaging in delinquent behavior. (7, 8)
- Programs that focus on music education in underserved communities have been found to be particularly effective in reducing crime rates. (9)
- The benefits of music education can extend beyond childhood and into adulthood, with studies suggesting that adults who participate in music programs are less likely to engage in criminal behavior. (10)

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7. Hoffman, E. (2001). Music education and crime prevention. *Juvenile Justice Bulletin*, 1-9.
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LIST OF NEWS OUTLETS IN SOUTH SNOHOMISH AND KING COUNTIES

- The Herald: <https://www.heraldnet.com/> | news@heraldnet.com
- Edmonds Beacon: <https://edmondsbeacon.villagesoup.com/> | editor@edmondsbeacon.com
- Lynnwood Times: <https://lynnwoodtimes.com/> | news@lynnwoodtimes.com
- My Edmonds News: <https://myedmondsnews.com/> | teresa@myedmondsnews.com

1. The Seattle Times - <https://www.seattletimes.com/>
2. KIRO 7 News - <https://www.kiro7.com/>
3. KING 5 News - <https://www.king5.com/>
4. KOMO News - <https://komonews.com/>
5. Q13 FOX - <https://www.q13fox.com/>
6. The Stranger - <https://www.thestranger.com/>
7. Crosscut - <https://crosscut.com/>
8. Seattle Weekly - <https://www.seattleweekly.com/>
9. Puget Sound Business Journal - <https://www.bizjournals.com/seattle/>
10. The Daily Herald - <https://www.heraldnet.com/>

1. KIRO-TV (CBS affiliate) - <https://www.kiro7.com/>
2. KING-TV (NBC affiliate) - <https://www.king5.com/>
3. KOMO-TV (ABC affiliate) - <https://komonews.com/>
4. KCPQ-TV (Fox affiliate) - <https://www.q13fox.com/>
5. KCTS-TV (PBS affiliate) - <https://www.kcts9.org/>
6. KSTW-TV (CW affiliate) - <https://cwseattle.cbslocal.com/>
7. KUNS-TV (Univision affiliate) - <https://www.univision.com/local/seattle-kuns>
8. KOMO Newsradio (AM 1000/FM 97.7) - <https://komonews.com/radio>
9. KIRO Radio (AM 710/FM 97.3) - <https://mynorthwest.com/>
10. KUOW-FM (NPR affiliate) - <https://www.kuow.org/>

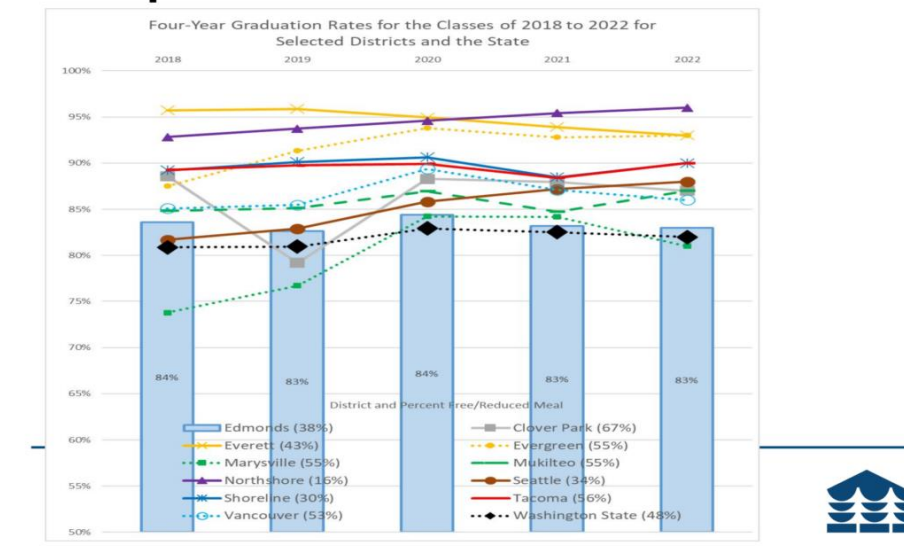
PLEASE NOTE: This list is not complete and is subject to change.

<https://myedmondsnews.com/2023/03/edmonds-school-board-discusses-ways-to-boost-stagnant-graduation-rate/>

Edmonds School Board discusses ways to boost stagnant graduation rate, Posted: March 2, 2023
Assistant Superintendent Greg Schwab presenting to the Board regarding 2022 graduation rates

Edmonds School District's four-year graduation rates compared to other school districts in Washington

Comparison Districts and State 2022



Among the items considered during the Edmonds School Board's Feb. 28 meeting was a report from Assistant Superintendent Greg Schwab regarding the district's graduation rate, which has remained stagnant in recent years.

"None of us are happy with our graduation rates...I need that to make that very clear," Schwab said. Although district high schools have a goal to reach 95% graduation by 2025, the current graduation rate is 83% — a figure that has remained stagnant for years, he added.

"We've been talking about graduation rates for a number of years and, as you can see, we're stuck," Schwab continued. "There's a need for us to be laser-focused on improving graduation rates."

Schwab said that schools are trying to address this by offering credit-recovery periods and credit-mastery programs to help students who fall behind. Other goals include establishing systems to monitor credit accrual of individual high school students and creating a sense of belonging.

Students can fall behind for a number of reasons, such as absence, home struggles and a lack of education to support them when they begin high school. For example, Schwab said that students who enter high school are often underprepared for Algebra 1 — their mathematics education is insufficient for the "gatekeeper" class.

Board members also talked about the impact of attendance on dropout rates and said that the district's CTE (Career and Technical Education) programs could help students that struggle with academics to achieve success in their adult lives.

“I think the phrase ‘We must see our graduation rate challenges as a crisis for our system’ is absolutely true,” said Board President Nancy Katims.

The meeting began with College Place Elementary kindergarten students demonstrating their Spanish-speaking skills, part of a school improvement plan presentation. The kindergarteners took turns reading a Spanish book aloud to an audience of beaming board members. First graders followed with the reading of a Spanish poem. College Place Principal Carla Carrizosa explained that the students were demonstrating skills they’d learned in the school’s dual language program.

Kindergarteners demonstrating their Spanish language skills. College Place Elementary School Principal Carla Carrizosa and Assistant Principal Robert Koplin delivered a bilingual presentation.

Carrizosa said that the school’s improvement plan was focused on literacy, as staff were already strong in these areas and students were showing phenomenal growth. The plan includes co-teaching strategies, an emphasis on phonics and the use of a program called “i-Ready” that monitors progress on literacy and customizes plans for students.

Three Meadowdale High School students and Lynnwood High School teacher Brenda Torres spoke during public comment regarding the district decision to discontinue the AVID (Advancing Via Individual Determination) program. Students described the impact that the program made in their lives, with one saying that AVID helped her “find herself.” Those who spoke also pointed to how the program has helped low-income and minority families by assisting them to overcome obstacles. Torres urged the board to fund .4 full-time employee hours to “honor the commitment made” to students already enrolled in the program at Lynnwood High School.

As public comment continued, Sarah Dilling asked that the board allow PSAT testing to take place a year early – in 10th grade instead of 11th grade. She explained that familiarity with the PSAT would not only give students a higher score, but also a better chance to claim merit scholarships.

While the new business was largely composed of language changes to existing policy, the school board also read a completely new policy about remote work. By adopting the policy, the school board would recognize remote work as a viable option for certain tasks, though it excludes any staff that work directly with students and their families. Director Keith Smith said that the choice to work from home provided flexibility that he greatly appreciated.

Finally, board members heard from the board’s student advisers about the Day on the Hill, an event where they visited with state legislators in Olympia. Advisors Elizabeth Lopez and Peter Garcia spoke with Rep. Shelley Kloba and State Superintendent Chris Reykdal. They also ran into a number of other officials such as Rep. Strom Peterson, Lt. Gov. Denny Heck and Secretary of State Steve Hobbs. (Reported by Jasmine Contreras-Lewis for MyEdmondsNews)