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Consortium Project.

Rather than merely replicating the Wisconsin survey (see Appendix), this researcher will collaborate with a consortium of early childhood music/general educators to

increase the Wisconsin survey’s readability,

maximize its measurement capacity, and

tailor it to the unique and diverse needs of California.

Like Wisconsin, we will provide an instructional packet to respondents as an incentive to answer the survey. The proposed consortium consists of representatives from: California Music Educators Task Force for Music in ECE American Orff-Schulwerk Association Kodaly Educators of Southern California Junior Music Academy Music Educators National Conference Research Group in ECE Pasadena City College Child Development Center

At present most members of the consortium function autonomously in educating children and their teachers, but as a group the consortium is committed to developing a survey which defines multifaceted educational needs of preschools as they affect future music curriculum design, quality instruction, and teacher training in California. The economy of scale implied in this consortium is real with in-kind monetary donations of approximately $4300; access to membership and assistance in disseminating the results to 1500 early childhood music educators through local, state and national conference forum presentations, contributions and publication of professional newsletter articles; dissemination to a local community college music program; research and professional expertise beyond the normal realm of local community college educators in developing innovative curriculum and contract education. Briefly, the role of each consortium member is detailed below:

Mary Louise Reilly, Chair of California Music Educators Task Force for Music in Early Childhood, Professor Emerita C.S.U.N., will oversee the development of music teacher education curriculum vis-a-vis national curriculum standards, chair state music conference forum to disseminate results, and author an article for publication in the CMEA newsletter. Consultations, promotions, mailings, and conference space provided amount to not
Dr. Millie Burnett, Past President of American Orff-Schulwerk Association, Chair, Music Education, C.S.U.L-A., early childhood music assessment specialist, and CMEA representative for special learners will guide the development of curriculum in multicultural music and music for special learners. She will also make recommendations for contract education using certificated Orff-Schulwerk specialists at preschool sites. Consultations are an in-kind donation of $750.00.

Martha Rosacker, representative from the Kodaly Educators Association of Southern California, community college music educator, and preschool music teacher will assist in compiling community college data on music course offerings and make recommendations for contract educating using certificated Kodaly specialists at preschool sites. Consultations are an in-kind donation of $250.

Lori Custodero, Director of Junior Music Academies will assist with library research and report writing. Her in-kind donation is $600.00.

Barbara Arnold and Linda Stroud, Early Childhood Teacher Educators, Child Development Center of Pasadena City College will assist in general early childhood education research and curriculum development. They will make recommendations on how to implement model programs in a practical situation.

Susan Tarnowski and Janet Barrett, Special Interest Research Group of the Music Educators National Conference will assist in research design.

In creating a new paradigm for early childhood music education, the consortium seeks innovation in teacher training. The economy of scale implied in this consortium is the gathering of survey information useful to all members involved in teacher training. For the community colleges, the consortium provides expertise outside the realm of normal community college academia.

Early childhood education is the foundation for lifelong learning; it is one of our important statewide educational issues. Likewise, early childhood music education is the foundation of a child's artistic development and an important agent in developing higher brain function. Early childhood teachers must be prepared to support the artistic and academic importance of music instruction in early childhood as suggested by research at the Center for the
Neurobiology of Learning and Memory at UC Irvine:

. . . humans start with some basic structure in the brain at birth, giving rise to a large repertoire of inherent spatial-temporal firing patterns which can be excited.... readily learned (or enhanced). We have proposed that music is a sort of pre-language. This allows one at an early age to access these inherent brain patterns, and develop the ability to enhance their use in other higher cognitive functions. Thus we suggest that music training at an early age is "exercise for higher brain function. Leng and Shaw,(1991).

In our nation's move to reform education, national standards and model programs in the arts have ignored young children. The responsibility and task of musically educating young children is clearly in the hands of the child's preschool teachers. Since community colleges are largely responsible for training California's early childhood teachers, it follows that community colleges are charged with improving the music instruction of those teachers they train. Research has shown that the arts are valuable not only for their own sake but also for the insights they provide and complex use of intelligence they require and the additional avenues opened to learning other subjects.

Excellence in education is possible only with the full inclusion of the arts. A society that deprives its students of these studies accepts mediocrity and endangers a democracy that depends on an informed citizenry to sustain it. (Arts Education Partnership Working Group, 2/5/93)
In keeping with the primary mission of community colleges, i.e., "to offer courses leading to degree and certificate programs in vocational and occupational fields," it is appropriate to address the music education needs of this student body, reaffirming systemwide educational access to the underrepresented and underpaid population of childcare workers. Furthermore, to improve the quality of academic offerings as proposed by the Board of Governors and more closely reflect the emerging demography of California, it is appropriate to develop early childhood multicultural-multiethnic music curriculum empowering teachers to be culturally competent in music subjects, as well as general curricular areas. This multicultural imperative is reiterated nationally by Head Start and the Music Educators National Conference, and statewide in the document *Here They Come. Ready or Not*. Our development of community college model curriculum and program standards for music in early childhood, uniquely based on information collected in our California survey, will be suitable for systemwide adoption by schools committed to serving early childhood majors.
In so doing, this proposal addresses the FII eligible area of PROGRAM DEVELOPMENT--link the needs of early childhood music education to community college PROGRAM DEVELOPMENT for early childhood education majors. It also focuses on the Board of Governors Basic Agenda Priorities by addressing statewide educational issues related to MISSION--provide quality programs in transfer and career education, i.e., course development for early childhood education (ECE) transfer and vocational education; ACCESS--Increase the number of successful underrepresented students in transfer and vocational programs, i.e., potential economic development for the diverse and underrepresented population of daycare workers and preschool teachers, and EDUCATIONAL QUALITY--expand the cultural pluralism aspects of community college courses and make vocational education more relevant and work with the private sector to prepare students for employment, i.e., identification of remedial needs of ECE teachers, multicultural/multiethnic music education for preschool teachers, and identification of industry needs vis-a-vis community colleges training programs.
Although early childhood education holds the interest of political and education groups at both a national and state level, early childhood arts education has not received sufficient attention. This is a grave omission since research suggests that children younger than kindergarten age are in their most formative years for developing music intelligence (Gardner, 1992; Scott-Kasner, 1992). Due to the young child's lack of access to model arts programs and curriculum, the delivery of high quality music education in early childhood is dependent on the qualifications of daycare givers and preschool teachers. Since California community colleges are responsible for training and certifying the majority of California's preschool teachers, it follows that program development and innovation in early childhood music education is a systemwide concern for community colleges. Consequently, community colleges must serve as leaders of change.

In order to do so, however, community college music educators need more information to build effective programs for the early childhood teachers they educate. The present quality and quantity of music education in California preschools is unknown, as are the qualifications of individuals conducting the music instruction, and the curriculum standards being practiced. The scope, quality, and availability of community college course offerings in music for early childhood is also unknown. There is a gap in knowledge vis-a-vis actual practice of music education in the childcare industry and community college vocational education programs specifically aimed at music teacher education. This study proposes to fill the gap in knowledge through a comprehensive survey of music in the preschools, and review of pertinent courses currently offered in California Community Colleges.
Seven populations are served by this project. Affects are briefly viewed on a short and long term basis. Short term benefits are projected to be in effect at the end of one year; long term benefits range two to four years after community colleges adopt the model program.

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<th>Population to be Served</th>
<th>Benefits Overview</th>
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<tr>
<td>Local Community College ECE Majors and Child Development Transfer Majors</td>
<td>Approximately 700 students at Pasadena City College and Palomar Community College will be served through program development and improved course offerings. Short term: innovative assessment, extensive music preparation. Long term: increased economic opportunity; expanded curricular options.</td>
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<tr>
<td>Community College Instructors</td>
<td>Instructors of approximately 40 ECE courses at the community colleges listed above, plus an undetermined number at the remaining 101 community colleges. Short term: realistic view of constituents needs and actual statistics of target education community. Long term: both groups will benefit from model curriculum standards and program development.</td>
</tr>
<tr>
<td>Statewide Music Educators and Music Teacher Educators</td>
<td>400 members of the California Music Educators Association, 150 members of the California Kodaly Educators Association, and 310 members of chapters of the American-Orff Schulwerk Association. Short and Long term: dissemination of statistics, spirit of consortium. Ability to plan in-service effectively.</td>
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<td>ECE Teachers working in the field</td>
<td>Actual number of local and statewide members determined in a proposed stratified random sample survey to 400 state licensed preschool/daycare centers. Respondents to survey will be provided an incentive package of instructional materials. Short term: incentive materials. Long term: improved music education preparation; greater economic opportunity.</td>
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<tr>
<td>Children in Preschools</td>
<td>Actual number to be determined in proposed survey. The ultimate goal of this project is to improve music education of this population. Potentially at least 4,000 children could benefit from this project. Short term: incentive materials. Long term: improved music education.</td>
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<tr>
<td>National Music Educators</td>
<td>Dissemination at Music Educators National Conference (MENC) in Las Vegas, NV, Winter 1995 will assist other states</td>
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<tr>
<td>International Music Educators</td>
<td>in improving instruction in ECE.</td>
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<tr>
<td>UNESCO/ISME members</td>
<td>Dissemination to the journal of the International Society of Music Educators (ISME) will assist UNESCO/ISME members in improving instruction in ECE.</td>
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In addition the project utilizes a CONSORTIUM to develop, define and respond to instructional problems through innovations such as contract education and curriculum development.

PROPOSED SOLUTION

This study will be a broad replication and improved version of the 1991 Wisconsin survey of music in the preschools conducted by University of Wisconsin researchers Janet Barrett and Susan Tarnowski. Their two-year study surveyed 3000 preschools, and daycare centers regarding the status of music and teacher preparation in the centers. Tarnowski and Barrett received quantitative data relating to population, type of center, age of children attending, teacher preparation, length and types of music activity, music equipment, general curriculum practice, and self-ratings of music programs from 686 preschools. They also collected qualitative data from narrative responses offering a wide range of information. As an incentive, respondents received a music instruction packet when they returned the survey. The research was conducted in the interest of early childhood music curriculum and program design; it was funded in part by the Wisconsin Music Educators Association, with in-kind support from the Wisconsin Bureau for Youth and Families, plus other donated services. The conclusions, to be submitted for publication in late 1994, have serious implications for community colleges which seek improvement in general childcare education programs, and specifically in their programs for music in early childhood.

Although the Wisconsin researchers recommend redesign of their survey to increase readability, they discovered that of 1843 teachers responding, 48% held associate arts degrees as their highest level of education, 9% high school diplomas, 6% bachelors degree with no education coursework, 29% bachelors degrees with some education courses, 2% bachelors degrees with some music courses, and 5% graduate degrees.

[GRAPH OMITTED]

The large number of teachers holding associate degrees indicates that community colleges are, in fact, doing the majority of preschool teacher education. They also discovered that 96% of the music was taught by the classroom teacher, who was solely...
responsible for curriculum planning 45% of the time. They found that 23% of schools planned curriculum in teams, 22% had no curriculum, 5% used a commercial curriculum, and 5% stated that they used "other." The educational implication is early childhood classroom teachers require preparation in teaching music as part of their core curriculum, not merely as an elective in their program. When the researchers asked directors to rate their music program, 5% rated theirs excellent, 29% above average; 52% average; 10% below average, and 4% poor. Of statistical significance was the correlation between the director's self-rating and size of population, size of the center, number of times children received music instruction each week, the amount of group singing, and the amount of carefully planned and delivered music lessons. Higher self-ratings occurred in larger population areas and larger centers where greater amounts of music instruction were offered, with more singing and carefully planned lessons. One conclusion of the researchers was the lack of attention paid to home daycare givers; the researchers suggest this is one area of potential growth for teacher preparation and community arts support.

Two final areas of interest were the kinds of musical activities conducted and narrative responses gathered from individual teachers. It was shown that 99% of the centers sing as their main musical activity; 97% use movement, 93% use music listening, 85% play instruments, 49% perform dramatic musical play, 37% discuss music, 30% create original music, and 9% other, described mainly as watching music videos. In their narratives, teachers stated they knew music was important in the child's development, but most felt they were inadequate to lead musical activities. Many respondents asked the researchers for help. Consequently this author suggests that the early childhood teacher's self-perception of their singing voice and felt-competence in using music skills are major factors in amount and quality of music instruction teachers will provide children after they leave their training program. These perceptions can be positively affected through techniques of music education (Fox, 1991).

The proposed and improved survey will explore teachers' training and use of music technology, including electronic keyboards, music software, hand-held computers, and CD/video materials, their self-rating of musical skills, and self-rating of cultural competence in the use of multicultural/multi-ethnic music materials. Since many public preschools, are funded for inservice education, it is our intent to learn how preschools fund and utilize their monetary resources for inservice education, with an eye to developing on-site community college contract education as a viable option for inservice education. In linking
early childhood music education to actual practices in the childcare industry, we expect the survey to guide us in developing a plan for improved music teacher training, development of curriculum standards, and a possible restructuring of current state curriculum requirements, particularly the market potential of an associate arts major in early childhood music.
The initial steps of improving the Wisconsin study have already occurred. Consortium members have individually reviewed the survey as an introduction to this project. This author has also consulted with Pasadena City College's on-campus measurement specialist to analyze the problems of Wisconsin's survey and estimate the length of time needed to recast it for California preschools.

Project Initiation: When the project is set in motion, the consortium will convene in mid-September for a half-day meeting to develop a first draft of the new survey and propose materials to be sent out in an incentive package. This draft will then be taken to a consulting measurement/statistician for design correction, producing draft two. By October 1, the consortium will review and edit draft two; a final copy will be reworked with the statistician by October 15. During September and October mailing supplies and the licensed daycare database will be ordered and prepared in anticipation of mailing the survey to preschools, on November 1. Concurrently, 106 community colleges will be surveyed as to their current course offerings in music for early childhood, or related courses. This survey will be conducted in simple letter form by Chairman of PCC's music department. We expect to complete this mailing by November 1.

Material Preparation: Production, duplication and assembling of the preschool survey will occur in the last two weeks of October with the official mailing on November 1. November 20 will be the requested return deadline. The incentive packet will be prepared by November 1 for later duplication and distribution.

Tracking and Record Keeping: Using a duplicate copy the state database, schools will be tracked for return of the survey. Non-respondents will be contacted by postcard or telephone, depending on their distance from the college. Our return goal is a minimum of 75% returned surveys. Any school returning the survey will receive a packet of music instruction materials prepared by the consortium.

Compilation of and Review of Data: As scantron surveys are returned and recorded, they will be examined for marking flaws and completeness. On or about December 10 the scantrons will be processed through the campus measurement and testing office for
numerical calculation. Community college course offerings data will be hand tabulated and categorized by December 10.

Evaluation: Based on feedback and information gleaned at the CMEA state meetings, the consortium will reconvene two weeks following the conference to develop an action plan. The plan will detail recommendations for instructional program improvement at the preschool level and at the community college level. The consortium will request guidance from the PCC Dean of Curriculum and Instruction to devise a feasible action plan to be implemented at the community college level. In the interest of broad dissemination, each consortium member will be responsible for initiating action responses from their individual constituencies. This aspect is important because these groups presently function autonomously as child and teacher music educators. The objective of the consortium in this phase is to coordinate our individual efforts for a common goal, i.e., to increase the amount of quality music instruction and curriculum provided for preschool children and their teachers.

Dissemination: The consortium will share responsibility for disseminating the results and action plan.
[No information provided in this document for this section.]
The evaluation plan is process oriented. We will measure objective and subjective standards as we progress through the project. Performance reports will be summarized at the conclusion of the project in a report to FII.

1. Measure target performance on return preschool surveys (goal 75%) by December 15, 1994.

2. Track and record responses on community college survey (goal 100%) returns by January 14, 1995.

3. Track and record the number of courses implemented from the model instructional curriculum in year one, year two, and year three following the project at the local level. Report to FII office as requested.

4. Track and record the number of courses adopted, or model curriculum implemented in year three following the project at the statewide level. Report to FII office as requested.

5. Track and record progress of project's implementation in consortium on an annual basis. Reevaluate and reiterate dissemination as necessary.
The purpose in collecting data on preschool music programs is to help music educators plan and implement better music programs for young children. Dissemination of the data is very important and will constitute a major portion of consortium time in spring '95. In the interest of inserviceing professional music educators and expanding the consortium’s ideas, the California Music Educators Association has committed substantial resources to this project. The association is providing meeting space and times at their January, 1995 all-state conference to be held in Pasadena. The results of the survey will be presented in a research/discussion session to professional music educators, and in a panel-discussion forum to early childhood teachers, caregivers, and school directors. During these sessions a presentation of Music Educators National Conference national curriculum standards will be unveiled to the early childhood community. The standards will be examined vis-a-vis actual music education practices revealed in the survey.

The survey results will also be presented in poster sessions at the Music Educators National Conference in Las Vegas, winter ’95 and submitted to the journal of the International Society for Music Education/UNESCO in 1995.

Audiences to which this information will be disseminated are
California Music Educators Association members via state conference spring ’95
California Council on Music Teacher Education, meeting in spring ’95
Kodaly Educators of Southern and Northern California, newsletters in spring ‘95
California Chapter of American Orff-Schulwerk, newsletters, conference fall ’95
Local and state ECE teachers via CMEA conference
National and International Music Educators via conferences spring/summer ’95
Pasadena Area Community Advisory Committee on ECE, report spring ’95