

SOUNDS OF LEARNING: THE IMPACT OF MUSIC EDUCATION

Phase 2: Request for Proposals

Proposal submission deadline: November 1, 2005

Sounds of Learning: The Impact of Music Education is a major research initiative designed to examine the roles of music education in the lives of school age children. The goal of this project is to expand the understanding of music's role in a quality education. The International Foundation for Music Research is sponsoring a series of research studies, with additional funding provided by the Fund for Improvement of Education from the U.S. Department of Education and the Grammy Foundation. Phase 1 research projects were awarded to Patricia Campbell, University of Washington and Christopher Johnson, University of Kansas.

A Steering Committee oversees the establishment of various research agenda and proposal review processes. Grants and research contracts will be awarded competitively following peer-review processes. Steering committee members include:

Don Hodges, The University of North Carolina at Greensboro
Ed Asmus, The University of Miami
Paul Haack, The University of Minnesota
Kristin Madsen, Senior Vice President, The Grammy Foundation
Patricia Sink, The University of North Carolina at Greensboro
David Teachout, The University of North Carolina at Greensboro
Mary Luehrsen, Executive Director, International Foundation for Music Research
Debra O'Connell, The University of North Carolina at Greensboro

Project Scope

This initiative will examine music education's influence on:

- (a) Achievement and success in school,
- (b) All aspects of a child's growth and development,
- (c) The uses and functions of music in daily life,
- (d) The home, school, and community environments, and
- (e) Aspects of the individual self.

Reviews of related literature on each of these topics are contained in the *Sounds of Learning Status Report*, with research details in an online database. An outgrowth of these reviews is a Research Agenda that leads to the RFPs in this announcement. The *SOL Status Report* and database can be found at: <http://www.uncg.edu/mus/soundsoflearning.html> or on the IFMR website at www.music-research.org.

RFP 2.1: The Role of Music Education in Social Cohesion and Social Pluralism

Proposals are invited to investigate the role music education plays in social cohesion and social pluralism in the schools. In the former, the investigator should examine how music education functions to promote social integration within disparate constituencies in the school. For example, to what degree are students with different socioeconomic backgrounds, abilities/disabilities, ethnicities, and cultural heritages successfully integrated into cohesive units via music education experiences? Similarly, what roles do music experiences (including school-based and non-school performing groups) have in promoting cultural pluralism and does this result in both positive (e.g., enhancement of group identity) and negative (e.g., fragmentation, isolation, competition, etc.) outcomes? Overall, is the social integration of a given school (and perhaps its surrounding community) aided or impeded by music education and by non-school-based musical experiences? Is music unique in providing these outcomes? The successful proposal should include (a) how different school-based and non-school-based musical experiences will be identified, (b) how different constituencies (e.g., socioeconomic status) will be identified, (c) how the effects of music activities on social cohesion and pluralism will be determined, and (d) how the researchers will determine spread of effects to the school as a whole and perhaps to the surrounding community.

RFP 2.2: The Impact of Music Education on Adequate Yearly Progress as Defined by the *No Child Left Behind Act*

During January 2002, the *No Child Left Behind Act* (NCLB) was signed into law. The law required states to implement standard-based assessments in reading and mathematics for students in grades three through eight by the 2005-2006 academic year. Because of the NCLB accountability standards and requirements, improving students' reading and mathematics achievements has become a major focus of educators, researchers, and policy makers. The purpose of this project is to conduct a quantitative research study of the impact of participating in music instruction on third- through eighth-grade students' achievements in reading and mathematics. Additionally, a part of the study should be designed to determine the extent to which student participation in music instruction contributes to school achievement. Variables other than music instruction that may affect reading and mathematics achievement and that should be controlled in the study are grade level, gender, ethnicity, school location (e.g., rural, urban, or suburban), music aptitude and achievement, and parents'/guardians' education and socioeconomic level. The successful proposal should include a description of: (a) how schools and students will be selected for the research study, (b) the process of obtaining the aforementioned data to accomplish the objectives of this project, and (c) methods of data analysis.

RFP 2.3: The Impact of a Quality Music Program on K-12 Education

The purpose of this project is to perform qualitative research within a school district recognized for its musical quality. We are interested in obtaining a proposal that can identify the primary student achievement and success outcomes resulting from participation in music education programs. The study would look at the breadth of possibilities of how music impacts children in elementary and secondary schooling as exemplified in one school district with a quality music program. The study should provide a sorted list of the major outcomes that can be used to focus future research. The supporting qualitative evidence for each outcome's rating must be provided.

The successful proposal should indicate how a school district with a quality music program will be identified, as well as student achievement and student success outcomes.

RFP 2.4: Awareness of the Functions of Music in Music Education.

Alan Merriam identified ten functions of music that could be used as the basis for a contemporary, motivational curriculum for music education that would impact daily living. Proposals are solicited that would examine the degree to which such functions are considered as a part of instruction within the field. Additionally, we seek research that explores the feasibility of applying these functions in both music classrooms and music rehearsals. The successful proposal will reflect a broad diversity in the sample selected for study and should identify (a) how the role of functions will be determined and (b) how information on application of functions in classrooms and rehearsals will be gathered.

RFP 2.5: The Role of the Home Environment on Success in School Music and Student Success in School

Researchers are invited to submit a proposal for an investigation into the role of the home environment on success in music and school. Do students who are successful in music share common features in their homelives? What roles do parents and siblings play in this regard? What features of the home environment (e.g., presence of a piano or other instruments) contribute most toward success in school music and student success in school? Interrelationships among the home, school music, and student success in school are of critical concern. The successful proposal will reflect a broad diversity in the sample selected for study, including a variety of socioeconomic levels and cultural and ethnic heritages.

RFP 2.6: The Effects of Music Education on Self-Esteem/Self-Identity/Self-Image

Proposals are sought that would examine the effects of music on self-esteem/self-identity/self-image. What kinds of music experiences are most conducive to the development of a positive self-esteem? What role does music play in the construction of identity? Does participation in non-school musical experiences (e.g., garage bands, gospel choirs, rap or hip-hop groups, heavy metal bands, etc.) lead to a different sense of self-image? The successful proposal will also include special needs and at-risk populations.

RFP 2.7. The Meanings of Music for Students in School-based and Non-school Musical Activities

Proposals are requested for an investigation into the meanings of musical experiences. In particular, we are interested in knowing whether students who participate in school-based music education ensembles (e.g., middle school band, high school chorus, etc.) derive different meanings from their experiences than those who participate in non-school musical experiences (e.g., garage bands, gospel choirs, rap or hip-hop groups, heavy metal bands, etc.). Data such as attendance records, office referrals for misconduct, suspensions, grades, and so on, should be used to determine whether any relationships exist among levels of participation, meanings derived, and behaviors exhibited. The successful applicant will present a well-designed strategy to collect both qualitative and quantitative data and to integrate the two. The successful proposal will focus on the basic question of what is the value of having music in schools?

How to Apply

All proposals are due on November 1, 2005.

Award notification: December 5, 2005.

Final, completed reports for most projects are due December 1, 2006. Applicants who feel a longer timeline is justified may request a later deadline for a longitudinal project.

Proposals should be submitted via email to info@music-research.org.

Funding and Awards

Projects will be funded through direct research contract and/or via grants to sponsoring institutions. The IFMR will not fund in-kind or institutional overhead costs that are more than 8 percent of project budgets. Funding range or caps are not specified; budgets will be assessed based on relevancy to project scope of work and appropriateness to project goals and outcomes.

Applicants are encouraged to target proposals to the most appropriate RFP. Research teams involving music education researchers and others from disciplines such as education, sociology, or psychology are encouraged. Funding is awarded on a competitive basis; researchers should apply for only one RFP.

Proposal requirements:

1. State research topic for proposed study, taken from one of the seven RFPs addressed above. Describe relevancy of study to current understanding. Summarize, do not include comprehensive literature review in proposal.
2. Describe target population and setting(s) for research; outline current partnerships or affiliations that will enable execution of research.
3. Outline research design and methodology to research proposed area; include description of tests or measures that will be implemented or other study protocols.
4. Describe expertise/experience to implement proposed study; if applicable, provide web links to published research papers and articles.
5. Proposal body not to exceed 10 double spaced pages for # 1-4; budget, timeline and CV additional.
6. Provide project timeline and detail implementation tasks; use a one page timeline grid if desired.
7. Provide detailed budget. Budget must include expenses (airfare, hotel) to allow the principal investigator to attend the mandatory Research Awards Conference on February 18-19, 2006 in Greensboro, NC.
8. Attach CV. Work samples and references may be requested.

A panel of experienced music education researchers will evaluate all proposals. Direct all inquiry to sounds@uncg.edu; applications should be sent via email only to: International Foundation for Music Research at info@music-research.org.