



2019 NAMM Foundation BCME

Welcome!

Now in its 20th year, the award program continues to celebrate and recognize innovative and resourceful music education programs in the United States and those schools and communities that support them. This comprehensive survey requests information that reveals statistical and factual information about music education and related opportunities for students to learn music.

This new survey was developed in partnership with the Music Research Institute at the University of Kansas and WordCraft, LLC; survey questions are aligned with goals for equity and access to music education for all students, and also with national standards for music education. This new survey commemorates the 20th year of the Best Communities for Music Education program, which seeks to support communities everywhere that are working to assure music education opportunities for all students.

The Best Communities for Music Education survey acknowledges districts for their commitment to and support for music education in schools. If you are applying on behalf of a school district-multiple schools, grade levels-please complete this survey. If however, you are applying for an individual school (charter, parochial, private), please complete the [SupportMusic Merit Award survey](#).

Note: There is no advantage to completing both the SMMA and the BCME survey. If you wish to represent your district, please complete this application. If you wish to represent an individual school, please complete the [SMMA application](#).

It is critical to the scoring process that only ONE APPLICATION be submitted per district. We realize that many entities in your community may be excited about participating in this competition, and we strongly encourage you to work together to complete this comprehensive survey.

All responses to this survey are confidential. The survey, its content, and any related communications are private and intended solely for the viewing and use of the individual or entity to whom they are addressed. If you have questions concerning your privacy please send an email to, info@nammfoundation.org.

The survey will be available until January 31, 2019. To begin, click on the work "NEXT" below.



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Instructions

Once you have gathered all of the necessary information, the survey will take approximately 30-45 minutes to complete online. We encourage you to go to [The NAMM Foundation website](#), print out a copy of the survey, and gather all of the data before you begin entering information about your district online. The survey has been revised in honor of its 20th Anniversary, with the goal of learning even more about exemplary music education programs across the country. The new design will surface more details about offerings at the elementary, middle and high school levels.

The survey may have undergone significant change, but the instructions have not. Here are the simple instructions for filling out your survey:

* Some questions are required, while others have been made optional. (Required questions are marked with an asterisk *.) Note, however, that questions left unanswered can affect your overall score. It is in your best interest to complete as many items as possible. Applications left incomplete will not be in our final tabulations.

* If you'd like to leave the survey at any time, just click the "EXIT THE SURVEY" button located at the top right hand side of the page. As long as you are on the SAME COMPUTER and your browser's cookies are enabled, you will be able to return to your survey in progress. Your responses will be saved and you can continue where you left off or edit your previous responses.

* Survey responses are submitted for consideration when the "DONE" button is clicked on the last page. Do not select this button until you are ready to submit the final application. Once selected, the survey will close and you will not be allowed to return to your answers.

*You will be automatically directed to a brief audit at the conclusion of this survey. You must complete this brief questionnaire and click "Done" before your responses will be considered.

If you have any questions, please contact our Technical Assistance team by email at nammsurvey@gmail.com or by phone at 785-218-7655. Questions will be answered as soon as possible.

Thank you again for your participation!



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*** 1. This survey is specifically for those who are applying on behalf of a district and wish to be considered to receive the Best Communities for Music Education designation.**

Are you filling out the correct survey?

- Yes
- No

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Survey Checklist

The Best Communities for Music Education survey is designed to be completed by applicants who are familiar with their district's music education program and have access to school district data. To prevent duplicate entries, school districts should assign ONE PERSON to complete the survey.

*** 2. All of the following information is REQUIRED to fill out this survey. Please confirm that you have access to the required data by checking the boxes. (All of the boxes must be checked for you to proceed.)**

- Student demographics
- Teacher/student ratio
- Music education participation rates
- Music education and/or fine arts requirements for graduation or as required by curriculum
- Knowledge of music education electives
- Teacher qualifications
- Standards for assessing music education
- Music facilities
- Budget

*** 3. Which affiliation best describes your position for completing this survey?**

- Fine arts or music supervisor
- Board of Education member
- Central office administrator
- Music teacher
- Principal/school administrator
- Superintendent
- Other (please specify)

*** 4. Based on my access to information and knowledge of district programs, I am qualified to complete this survey on behalf of my district.**

- Yes
- No

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Contact Information

Contact Person Information (As the individual filling out this form for your district, please provide the following information about yourself):

(Please note, our ability to reach you by telephone may be important during our audit of the survey data. We will not use your numbers for any other purpose. For e-mail address DO NOT put a website address or URL.)

PLEASE FILL OUT ALL BLANKS AND BE AS ACCURATE AS POSSIBLE.

* 5. Your Contact Information

Applicant's First Name

Applicant's Last Name

Applicant's Daytime
Phone

Applicant's Evening
Phone

Applicant's Email
Address

Please Verify Email
Address

*** 6. Your District's Address--this information needs to match your website, as it will be used in our official announcements**

The legal name of your District (no abbreviations)

Address

Address 2

City/Town

State/Province

9-Number Zip Code

District Phone Number

You can find your 9-digit zip code here: [Zip+ Lookup](#)

*** 7. Your District Administrator's Contact Information**

Name

Title

Address

Address 2

City/Town

State

ZIP Code

Email Address

Phone Number

8. District Website (if available):



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*** 9. Approximately how many students are enrolled K-12 in your district?**

*** 10. Approximately what percentage of students in your district qualify for Title I Support?**

- 0-24%
- 25-49%
- 50-74%
- 75-100%

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Qualified Faculty

* 11. How many students are in elementary school in your district?

* 12. How many certified music educators do you have delivering instruction in your elementary schools?

* 13. In your elementary schools, who provides music instruction?

	None	1-24%	25-49%	50-74%	75-99%	100%
Classroom Teachers	<input type="radio"/>					
Non-Certified Music Specialists	<input type="radio"/>					
Certified Music Specialists	<input type="radio"/>					

* 14. How many students are in secondary schools in your district?

* 15. How many certified music educators do you have delivering instruction in your secondary schools?

*** 16. In your secondary schools, who provides music instruction?**

	None	1-24%	25-49%	50-74%	75-99%	100%
Classroom Teachers	<input type="radio"/>					
Non-Certified Music Specialists	<input type="radio"/>					
Certified Music Specialists	<input type="radio"/>					

*** 17. Does your district provide the following for your teachers to attend MUSIC-SPECIFIC professional development opportunities?**

- Release Time
- Funding (partial or full)
- None of these
- Other (please specify)

*** 18. What percentage of your music educators are able to attend MUSIC-SPECIFIC professional development opportunities each year?**

- 0-10%
- 11-30%
- 31-50%
- 51% or more

*** 19. What percentage of your music educators have a graduate degree?**

- 0-10%
- 11-30%
- 31-50%
- 51% or more

*** 20. Provide up to three examples of innovative, interdisciplinary collaborations that include music integration.**

1.
2.
3.

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Support from Administrators

* 21. In the last year, which of these stakeholders attended at least one concert in your district?

- Board of Education
- Building Administrators/Principals
- Central Office Administrators
- Classroom Teachers
- Community Members
- Parents
- School Foundation
- Students

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*** 22. On the whole, which of the following groups have taken action in support of music education in your schools in the last year?**

- Board of Education
- Building Administrators/Principals
- Central Office Administrators
- Classroom Teachers
- Community Members
- Parents
- School Foundation
- Students

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Community Opportunities

*** 23. In the last year, have music groups in your district performed at regional, state, or national music conferences?**

- Yes
- No
- Other (please specify)

*** 24. In the past year, have you had students participate in:**

- All-City/District
- All-State
- National-level competition
- Honor performing groups
- None of the above
- Other (please specify)

*** 25. Does your community provide performance opportunities (out of school) for students to play or perform (e.g., youth orchestra, city band)?**

- Yes
- No
- Unsure

*** 26. Does your community provide a variety of concerts and other live performances for students to attend and observe?**

- Yes
- No
- Unsure

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Funding

*** 27. In the past year, have funding cuts for your program disproportionately compromised student access to a high quality music education?**

- Yes
- No
- Unsure

28. If yes, please explain.

*** 29. If your programs fundraise, what do they typically purchase with those funds (check all that apply)**

- Instruments
- Travel
- Private/Small Group Instruction
- Uniforms
- Technology
- Music
- Outside Clinicians
- We don't fundraise
- Other (please specify)

*** 30. Given the current financial climate, please describe how music is faring in your district.**

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Elementary - Participation

Answer the following questions about your elementary schools.

*** 31. On average, how many minutes per week of music education is required by your district in Elementary School?**

- 0-29
- 30-39
- 40-49
- 50-59
- An hour or more
- N/a

*** 32. At what grade do you begin music education instruction, taught by a music specialist (rather than the classroom teacher)?**

*** 33. How often does the typical elementary music class meet?**

- Daily
- Multiple times per week
- Once a week
- Less often than once a week
- Don't know
- Other (please specify)

*** 34. What percentage of your Elementary music classes are taught:**

	0	1-24%	25-49%	50-74%	75-99%	100%
In a dedicated music classroom	<input type="radio"/>					
In their regular homeroom classroom	<input type="radio"/>					
Other	<input type="radio"/>					
Don't know	<input type="radio"/>					

*** 35. What percentage of your Elementary School students have an opportunity to perform music before an audience each year?**

- 0-24%
- 25-49%
- 50-74%
- 75-99%
- All of them



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Elementary - Opportunity

* 36. Which of the following experiences are offered in your Elementary Schools? (check only one box per course)

- Beginning Band
- Choral Ensemble
- Drum Ensemble
- Enrichment Choir
- General Music
- Piano/Keyboard
- Popular Music
- Beginning Strings

37. List up to 5 opportunities for Elementary students to participate in music education in your community, outside the school day:

1.
2.
3.
4.
5.

38. List up to 5 community opportunities for Elementary students to participate in music outside the typical school year (e.g., summer, school breaks):

1.

2.

3.

4.

5.

*** 39. To what extent are Elementary students with disabilities integrated into music classes with their grade-level peers?**

- Always
- Usually
- Sometimes
- Rarely
- Never

*** 40. Is music provided to self-contained classes of Elementary students with severe disabilities?**

- Yes
- No
- N/A
- Don't Know

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Elementary - Physical Capacity

* 41. How many of the instruments provided by the Elementary school meet or exceed the quality generally understood to be that of undamaged "student line" instruments?

- All
- Most
- Some
- A few
- None

* 42. How many of your Elementary instrument/equipment inventory needs to be updated to keep up with maintenance lags, or the pace of changing technologies?

- All
- Most
- Some
- A few
- None

*** 43. How many of your Elementary Schools have separate spaces for music instruction and music performance?**

- All
- Most
- Some
- A few
- None

*** 44. How many of your Elementary Schools have performance venues large enough to accommodate the largest music group taught?**

- All
- Most
- Some
- A few
- None

*** 45. Do Elementary School groups have access to high-quality performance venues at least once a year to enable them to present academic achievements to the public?**

- Yes
- No
- Don't know

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Elementary - Standards Based Learning & Curriculum

* 46. Which of the following do students in the Elementary School purposefully do in music classes, each year?

- Creating Music - Imagining (I.e., generating music ideas for various purposes/contexts)
- Creating Music - Planning & Making (I.e., selecting and developing music ideas)
- Creating Music - Evaluating & Refining Musical Ideas
- Creating Music - Presenting (I.e., sharing musical compositions or improvisations with others)
- Performing Music - Selecting (I.e., selecting varied musical works to present)
- Performing Music - Analyzing
- Performing Music - Interpreting Musical Ideas
- Performing Music - Rehearsing/Evaluating/Refining Persona or Ensemble Performances
- Performing Music - Presenting (sharing solo or ensemble performances with others)
- Responding to Music - Selecting (I.e., selecting music for a specific purpose or context)
- Responding to Music - Analyzing
- Responding to Music - Interpreting
- Responding to Music - Evaluating (students on music making or the music making of others)
- None of these

*** 47. Which of the following technologies are being used in your Elementary music education classrooms:**

- Music writing software
- Music Education apps
- Online Music Curriculum & Instruction
- None
- Other (please specify)

*** 48. Over the course of an academic year, to what extent is music from a variety of cultures explored in the Elementary music curriculum**

- About once a week
- A few times a month
- Once a month
- Once a quarter
- Once a year
- Don't know - N/A

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Middle School - Participation

Answer the following questions about your middle schools.

*** 49. Over the course of a school year, what percentage of students in your Middle Schools are enrolled in a music class?**

- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51% or more

*** 50. How often does the typical Middle School music class meet?**

- Daily
- Multiple times per week
- Once a week
- Less often than once a week
- Don't know
- Other (please specify)

*** 51. How long is a typical Middle School music class?**

- 0-30 minutes
- 31-45 minutes
- 46-59 minutes
- 60 minutes or more

*** 52. Approximately what percentage of Middle School Title 1 students participate in your music programs?**

- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%
- Don't know

*** 53. What percentage of your Middle School students have an opportunity to perform music before an audience each year?**

- 0-25%
- 26-50%
- 51-75%
- 76-99%
- All of them

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Middle School - Opportunity

* 54. Which of the following experiences are offered in your Middle Schools? (check only one box per course)

- Alternative Styles
- Chamber Group Small Ensemble
- Choral Ensemble
- Composition/Arranging
- Concert Band
- General Music
- Gospel Choir
- Guitar
- Jazz Ensemble
- Mariachi
- Piano/Keyboard
- String Orchestra
- Full Orchestra
- Popular Music
- Theory
- Other (please specify)

*** 55. Do Middle School students have access to private or small group lessons as part of their schedule?**

- Yes
- No

56. If yes, these opportunities are:

- Fully funded by the district
- Partially funded/subsidized by the district
- Paid for by the student
- Don't know - N/A

57. List up to 5 opportunities for Middle School students to participate in music education in your community, outside the school day:

- 1.
- 2.
- 3.
- 4.
- 5.

58. List up to 5 community opportunities for Middle School students to participate in music outside the typical school year (e.g., summer, school breaks):

- 1.
- 2.
- 3.
- 4.
- 5.

*** 59. To what extent are Middle School students with disabilities integrated into music classes with their grade-level peers?**

- Always
- Usually
- Sometimes
- Rarely
- Never

*** 60. Is music provided to self-contained classes of Middle School students with severe disabilities?**

- Yes
- No
- N/A
- Don't Know

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Middle School - Physical Capacity

* 61. How many of the instruments provided by the Middle School meet or exceed the quality generally understood to be that of undamaged, high quality "student line" instruments?

- All
- Most
- Some
- A few
- None

* 62. How many of your Middle School instrument/equipment inventory needs to be updated to keep up with maintenance lags, or the pace of changing technologies?

- All
- Most
- Some
- A few
- None

* 63. Provide an example of instruments you provide to Middle School students that support non-traditional and/or non-Western music forms. This could include West African drums, ukeleles, etc.

*** 64. How many of your Middle Schools have separate spaces for music instruction and music performance?**

- All
- Most
- Some
- A few
- None

*** 65. What percentage of your Middle Schools have adequate performance venues with appropriate properties of acoustics, lighting, secure storage, and sound?**

- 0-24%
- 25-49%
- 50-74%
- 75-99%
- All of them
- Don't know

*** 66. Do Middle School groups have access to high-quality performance venues at least once a year to enable them to present academic achievements to the public/the entire school population?**

- Yes
- No
- Don't know

*** 67. What percentage of your Middle Schools have separate, individual areas that accommodate small ensembles or individual rehearsals and/or assessment?**

- 0-19%
- 20-39%
- 40-59%
- 60-79%
- 80-99%
- All of them
- Don't know

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Middle School - Standards Based Learning & Curriculum

* 68. Which of the following do students in the Middle School purposefully do in music classes, each year?

- Creating Music - Imagining (I.e., generating music ideas for various purposes/contexts)
- Creating Music - Planning & Making (I.e., selecting and developing music ideas)
- Creating Music - Evaluating & Refining Musical Ideas
- Creating Music - Presenting (I.e., sharing musical compositions or improvisations with others)
- Performing Music - Selecting (I.e., selecting varied musical works to present)
- Performing Music - Analyzing
- Performing Music - Interpreting Musical Ideas
- Performing Music - Rehearsing/Evaluating/Refining Persona or Ensemble Performances
- Performing Music - Presenting (sharing solo or ensemble performances with others)
- Responding to Music - Selecting (I.e., selecting music for a specific purpose or context)
- Responding to Music - Analyzing
- Responding to Music - Interpreting
- Responding to Music - Evaluating (students on music making or the music making of others)
- None of these

*** 69. Which of the following technologies are being used in your Middle School music education classrooms:**

- Music writing software
- Music Education apps
- Online Music Curriculum & Instruction
- None
- Other (please specify)

*** 70. Over the course of an academic year, to what extent is music from a variety of cultures explored in the Middle School music curriculum**

- About once a week
- A few times a month
- Once a month
- Once a quarter
- Once a year
- Don't know - N/A

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High School - Participation

Answer the following questions about your High School schools.

*** 71. Over the course of a school year, what percentage of students in your High Schools are enrolled in a music class?**

- 0-7%
- 8-14%
- 15-21%
- 22-28%
- 29-35%
- 36-42%
- 43% or more

*** 72. How often does the typical High School music class meet?**

- Daily
- Multiple times per week
- Once a week
- Less often than once a week
- Don't know
- Other (please specify)

*** 73. How long is a typical High School music class (during the school day)?**

- 0-30 minutes
- 31-45 minutes
- 46-59 minutes
- 60 minutes or more

*** 74. Approximately what percentage of High School Title 1 students participate in your music programs?**

- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%
- Don't know

*** 75. What percentage of your High School students have an opportunity to perform music before an audience each year?**

- 0-25%
- 26-50%
- 51-75%
- 76-99%
- All of them

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High School - Opportunity

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*** 76. Which of the following experiences are offered in your High Schools? (check only one box per course)**

- Alternative Styles
- Chamber Group Small Ensemble
- Choral Ensemble
- Composition/Arranging
- Concert Band
- General Music
- Gospel Choir
- Guitar
- Jazz Ensemble
- Marching Band
- Mariachi
- Music Career Exploration
- Piano/Keyboard
- String Orchestra
- Full Orchestra
- Popular Music
- Recording/Music Technology
- Sound Engineering
- Theory
- AP Theory
- Other (please specify)

*** 77. Do High School students have access to private or small group lessons as part of their schedule**

- Yes
- No

78. If yes, these opportunities are:

- Fully funded by the district
- Partially funded/subsidized by the district
- Paid for by the student
- Don't know - N/A

*** 79. List up to 5 opportunities for High School students to participate in music education in your community, outside the school day:**

1.
2.
3.
4.
5.

*** 80. List up to 5 community opportunities for High School students to participate in music outside the typical school year (e.g., summer, school breaks):**

1.
2.
3.
4.
5.

*** 81. To what extent are High School students with disabilities integrated into music classes with their grade-level peers?**

- Always
- Usually
- Sometimes
- Rarely
- Never

*** 82. Is music provided to self-contained classes of High School students with severe disabilities?**

- Yes
- No
- N/A
- Don't Know

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High School - Physical Capacity

* 83. How many of the instruments provided by the High School are of high quality?

- All
- Most
- Some
- A few
- None

* 84. How many of your High School instrument/equipment inventory needs to be updated to keep up with maintenance lags, or the pace of changing technologies?

- All
- Most
- Some
- A few
- None

* 85. Provide an example of instruments you provide to High School students that support non-traditional and/or non-Western music forms. This could include West African drums, ukeleles, etc.

*** 86. How many of your High Schools have separate spaces for music instruction and music performance?**

- All
- Most
- Some
- A few
- None

*** 87. What percentage of your High Schools have adequate performance venues with appropriate properties of acoustics, lighting, secure storage, and sound?**

- 0-24%
- 25-49%
- 50-74%
- 75-99%
- All of them
- Don't know

*** 88. Do High School groups have access to high-quality performance venues at least once a year to enable them to present academic achievements to the public/the entire school population?**

- Yes
- No
- Don't know

*** 89. What percentage of your High Schools have separate, individual areas that accommodate small ensembles or individual rehearsals and/or assessment?**

- 0-19%
- 20-39%
- 40-59%
- 60-79%
- 80-99%
- All of them
- Don't know

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High School - Standards Based Learning & Curriculum

* 90. Which of the following do students in the High School purposefully do in music classes, each year?

- Creating Music - Imagining (I.e., generating music ideas for various purposes/contexts)
- Creating Music - Planning & Making (I.e., selecting and developing music ideas)
- Creating Music - Evaluating & Refining Musical Ideas
- Creating Music - Presenting (I.e., sharing musical compositions or improvisations with others)
- Performing Music - Selecting (I.e., selecting varied musical works to present)
- Performing Music - Analyzing
- Performing Music - Interpreting Musical Ideas
- Performing Music - Rehearsing/Evaluating/Refining Persona or Ensemble Performances
- Performing Music - Presenting (sharing solo or ensemble performances with others)
- Responding to Music - Selecting (I.e., selecting music for a specific purpose or context)
- Responding to Music - Analyzing
- Responding to Music - Interpreting
- Responding to Music - Evaluating (students on music making or the music making of others)
- None of these

*** 91. Which of the following technologies are being used in your High School music education classrooms:**

- Music writing software
- Music Education apps
- Music Education websites
- None
- Other (please specify)

*** 92. Over the course of an academic year, to what extent is music from a variety of cultures explored in the High School music curriculum**

- About once a week
- A few times a month
- Once a month
- Once a quarter
- Once a year
- Don't know - N/A

*** 93. Is there a fine arts requirement for graduation in your district?**

- Yes
- No
- Don't know

*** 94. If yes, what percentage of students fulfill their fine arts requirement through music courses?**

- 0-19%
- 20-39%
- 40-59%
- 60-79%
- 80-99%
- All of them
- Don't know

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Conclusion

The following questions are optional, and will not affect your score, but they can provide us with valuable information regarding the impact of the BCME designation. (Please limit each response to approximately 1000 characters or fewer.)

95. If your community received this designation in the past, did the designation help to advance support for your music education program?

- Yes
- No
- I don't know

96. If yes, please outline how (i.e. sustained or expanded budget for music education, helped stop or reduce staff or funding cutbacks, etc.).

97. Did you use the PR Toolkit and supporting materials?

- Yes
- No
- I don't know

98. If yes, please share how you used these materials?

99. Please list the music service and retailers your school/district works with.

These three essay questions are optional, but your responses can contribute to your final score and ranking for the Best Communities for Music Education designation list. It is possible to obtain up to 50 points for each response. As such, we highly encourage your responses to the following questions. (Please limit each response to approximately 1000 characters or fewer.)

100. Please include any additional information related to your district music programs or instructors that has not already been covered in the previous questions. (Optional)

101. Please describe how your community supports your district's music education program. (Optional)

102. As a spokesperson for your district's program(s), what uniquely qualifies it to be designated a "Best Community for Music Education." (Optional)

103. Where did you hear about this survey (check all that apply)?

- Participated in Previous survey
- NAMM Foundation Website
- Local Newspaper
- Conference
- Music Service/Music Products Retailer
- National Newspaper or Magazine
- Other Survey Partner Website
- Received Email
- Social Media
- Television
- Word of Mouth
- Other (please specify)

You're almost done! Click "Next" to complete your survey Verification.

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Application Verification

* 104. I certify that I have the authority to complete this application on behalf of my district.

- Yes
- No

* 105. I certify that the information provided here is, to the best of my knowledge, complete and accurate.

- Yes
- No

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Redirect to SupportMusic Merit Award

You have indicated that you intended to fill out the school-level survey (one building). Please click the link below to be redirected to the school-level survey. Thank you!

[Click here to take the school-level survey](#)

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Thank you for your interest in the NAMM Foundation's "Best Communities for Music Education" initiative. If you are not qualified to complete this survey, we hope that you will contact someone within your district who can obtain all of the necessary information.

Please click "EXIT THIS SURVEY" in the upper right hand corner now.

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THANK YOU!

Thank you very much for taking the time to fill out our application in a thoughtful and complete manner! Efforts like this are important not only to recognize and celebrate the wonderful music education going on in our schools and communities, but also to help The NAMM Foundation tell the story of the importance of music education across the nation.

Remember not to hit the "DONE" button until all of your answers are complete. You may "EXIT THE SURVEY" (upper right hand corner) and return to the survey at a later time if you need to gather more information. Just remember to complete the survey from the same computer.

If you have any questions, please contact our Technical Assistance team by email at nammsurvey@gmail.com or by phone at 785-218-7655. Questions will be answered as soon as possible.