



2022 NAMM Foundation BCME Survey

Welcome!

Thank you for participating in the 2022 Best Communities for Music Education survey to gain recognition for the ongoing commitment and support for music education in your community. Also, thank you for sharing information about music education offerings in your community and a special appreciation for your ongoing efforts to meet the needs of your students and families through these historic times, and as we build toward the future.

The NAMM Foundation's Best Communities for Music Education program celebrates and recognizes innovative and resourceful music education programs in the United States and the schools and communities that support them. This survey requests information that reveals statistical and data information about music education and related opportunities for students to learn music as part of a well-rounded education.

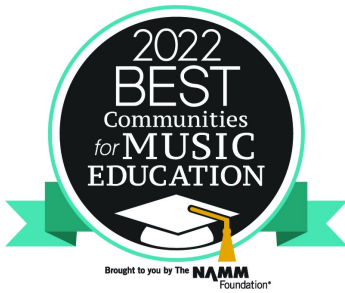
This survey was developed in partnership with the Music Research Institute at the University of Kansas and WordCraft, LLC. Survey questions are aligned with goals for equity and access to music education for all students, and with national standards for music education. This survey seeks to support communities everywhere that are working to assure music education opportunities for all students.

Individual Schools: If you are applying for ONE school (charter, parochial, private) serving students at various grade levels, please complete the [SupportMusic Merit Award survey](#).

IMPORTANT NOTE: Please do not complete both the BCME and SMMA survey. If you are applying for a DISTRICT, complete this survey. If you are applying for ONE school, please complete the [SMMA survey](#). It is critical to the scoring process that only ONE APPLICATION be submitted per district or school. We realize that many entities in your community may be excited about participating in this process, however we strongly encourage you to designate one person, or one team leader to complete one survey for either a district or school.

All responses to the survey are confidential. The survey, its content and any related communications are private and are reviewed by the researchers referenced above and the project team at The NAMM Foundation. Questions may be directed to: info@nammfoundation.org.

The survey will be available until January 31, 2022. To begin, click on the work "NEXT" below.



2022 NAMM Foundation BCME Survey

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 PDF, and gather all of the data before you begin entering information about your district online.

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 "SUBMIT" button is clicked on the last page. Do not select this button until you are ready to submit the final application.

* Make sure that you complete the brief audit, built into the conclusion of this survey. You must complete these questions and click "SUBMIT" before your responses will be considered.

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

Thank you again for your participation!



2022 NAMM Foundation BCME Survey

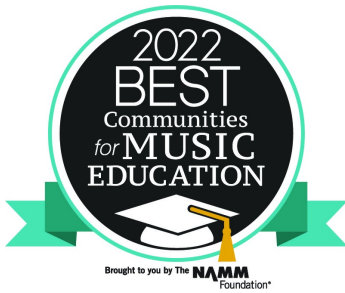
*** This survey is specifically for those who are applying on behalf of a district and wish to be considered to receive the Best Communities for Music Education designation.**

Are you filling out the correct survey?

☐ Yes

☐ No

SAMPLE



2022 NAMM Foundation BCME Survey

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.

*** 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.)**

- | | |
|--|--|
| <input type="checkbox"/> Student demographics | <input type="checkbox"/> Teacher qualifications |
| <input type="checkbox"/> Teacher/student ratio | <input type="checkbox"/> Standards for assessing music education |
| <input type="checkbox"/> Music education participation rates | <input type="checkbox"/> Music facilities |
| <input type="checkbox"/> Music education and/or fine arts requirements for graduation or as required by curriculum | <input type="checkbox"/> Budget |
| <input type="checkbox"/> Knowledge of music education electives | |

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

- | | |
|--|---|
| <input type="checkbox"/> Fine arts or music supervisor | <input type="checkbox"/> Music teacher |
| <input type="checkbox"/> Board of Education member | <input type="checkbox"/> Principal/school administrator |
| <input type="checkbox"/> Central office administrator | <input type="checkbox"/> Superintendent |
| <input type="checkbox"/> Other (please specify) | |

*** 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



2022 NAMM Foundation BCME Survey

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.

* Your Contact Information

Applicant's First Name	<input type="text"/>
Applicant's Last Name	<input type="text"/>
Applicant's Daytime Phone	<input type="text"/>
Applicant's Evening Phone	<input type="text"/>
Applicant's Email Address	<input type="text"/>
Please Verify Email Address	<input type="text"/>

*** 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](#)

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

Name

Title

Address

Address 2

City/Town

State

ZIP Code

Email Address

Phone Number

District Website (if available):

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

☐

0-24%

☐

50-74%

☐

25-49%

☐

75-100%

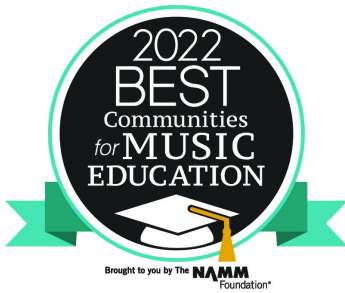
Does your district use Title I funds to support music education learning for all children?

- ☐ Yes
- ☐ No
- ☐ Don't know

Has your district received Title IV, Part A funds that are available via US Department of Education funding to support well-rounded education, including music education?

- ☐ Yes
- ☐ No
- ☐ Don't know

SAMPLE



2022 NAMM Foundation BCME Survey

Teacher Professional Development

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

☐ Release Time

☐ None of these

☐ Funding (partial or full)

☐ Other (please specify)

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

☐ 0-10%

☐ 31-50%

☐ 11-30%

☐ 51% or more

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

☐ 0-10%

☐ 31-50%

☐ 11-30%

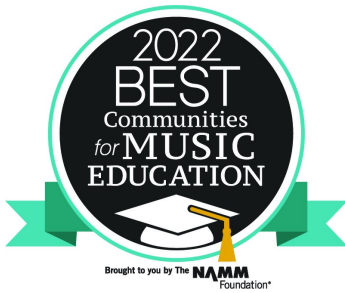
☐ 51% or more

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

1.

2.

3.



2022 NAMM Foundation BCME Survey

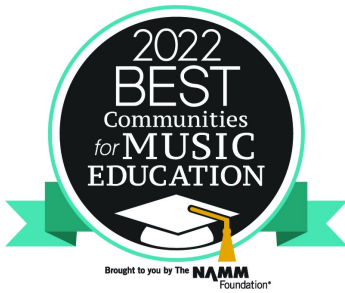
Support from Administrators

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

- | | |
|---|--|
| <input type="checkbox"/> Board of Education | <input type="checkbox"/> Community Members |
| <input type="checkbox"/> Building Administrators/Principals | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Central Office Administrators | <input type="checkbox"/> School Foundation |
| <input type="checkbox"/> Classroom Teachers | <input type="checkbox"/> Students |

*** On the whole, which of the following groups have taken action (spoken at a board meeting, started a local club, coalition, or booster program) in support of music education in your schools in the last year?**

- | | |
|---|--|
| <input type="checkbox"/> Board of Education | <input type="checkbox"/> Community Members |
| <input type="checkbox"/> Building Administrators/Principals | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Central Office Administrators | <input type="checkbox"/> School Foundation |
| <input type="checkbox"/> Classroom Teachers | <input type="checkbox"/> Students |



2022 NAMM Foundation BCME Survey

Community Opportunities

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

☐

Yes

☐

No

☐

Other (please specify)

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

☐

All-City/District

☐

Honor performing groups

☐

All-State

☐

None of the above

☐

National-level competition

☐

Other (please specify)

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

☐

Yes

☐

Unsure

☐

No

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

☐

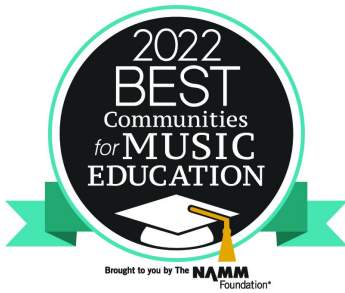
Yes

☐

Unsure

☐

No



2022 NAMM Foundation BCME Survey

Funding

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

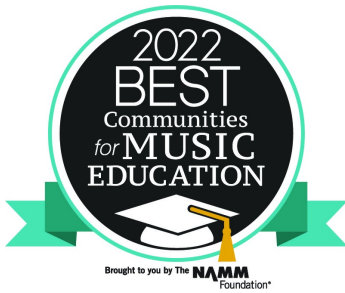
☐ Yes

☐ Unsure

☐ No

If yes, please explain.

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



2022 NAMM Foundation BCME Survey

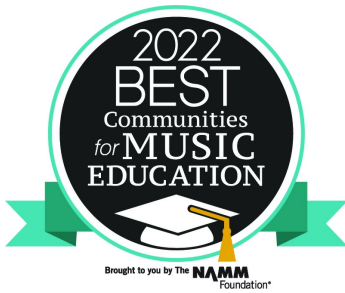
Elementary--General Information

* Do you have elementary schools in your district?

☐ Yes

☐ No

SAMPLE



2022 NAMM Foundation BCME Survey

Elementary--General Information II

*** What grades are in your elementary schools?**

- ☐ Kindergarten
- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Fifth
- ☐ Sixth

If your district has an unusual configuration of grades, please explain here.



2022 NAMM Foundation BCME Survey

Elementary-Qualified Faculty

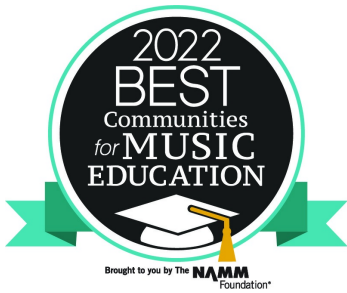
* How many students are in elementary school in your district?

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

* How many elementary school buildings are in your district?

* In your elementary schools, who provides music instruction? (Answer every row)

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



2022 NAMM Foundation BCME Survey

Elementary--Funding

*** What is the total amount that the district allocates to elementary schools for music teachers to spend on their educational program? (whole numbers only)**

*** Do you conduct music-specific fundraising?**

- ☐ Yes
- ☐ No
- ☐ Don't know

*** What percentage of your music-specific elementary fundraising is targeted to program enhancements?**

- ☐ 1 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't know
- ☐ We do not use fundraising for program enhancements.

*** What percentage of your music-specific elementary fundraising is targeted to program basics?**

- ☐ 1 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't know
- ☐ We do not use fundraising for program basics.

SAMPLE

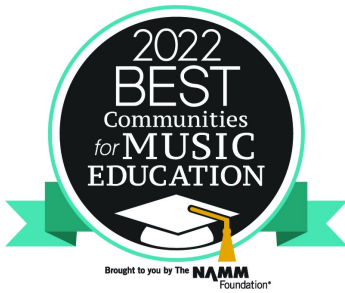


2022 NAMM Foundation BCME Survey

* Has your elementary music education funding:

	Increased	Decreased	Remained the same	Don't know
In the last year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last five years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE



2022 NAMM Foundation BCME Survey

Elementary - Participation

Answer the following questions about your elementary schools.

*** 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

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

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

☐ Daily

☐ Multiple times per week

☐ Once a week

☐ Other (please specify)

☐ Less often than once a week

☐ Don't know

*** What percentage of your elementary music classes are taught: (Answer every row)**

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

*** What percentage of your elementary school students have an opportunity to perform music before an audience each year?**

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

SAMPLE



2022 NAMM Foundation BCME Survey

Elementary - Opportunity

*** 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

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.

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.

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

☐ Always

☐ Rarely

☐ Usually

☐ Never

☐ Sometimes

*** Is music provided to self-contained classes of elementary students with severe disabilities?**

☐ Yes

☐ N/A

☐ No

☐ Don't Know

SAMPLE



2022 NAMM Foundation BCME Survey

Elementary - Physical Capacity

*** 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

*** 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

*** How many of your elementary schools have separate spaces for music instruction and music performance?**

☐ All

☐ Most

☐ Some

☐ A few

☐ None

*** How many of your elementary schools have performance venues large enough to accommodate the largest music group taught?**

☐ All

☐ Most

☐ Some

☐ A few

☐ None

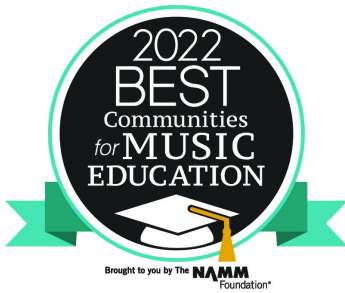
*** Do elementary school groups have access to high-quality performance venues at least once a year to enable them to present academic achievements to the public?**

☐ Yes

☐ Don't know

☐ No

SAMPLE



2022 NAMM Foundation BCME Survey

Elementary - Standards Based Learning & Curriculum

*** Which of the following do students in the elementary school purposefully do in music classes, each year?**

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

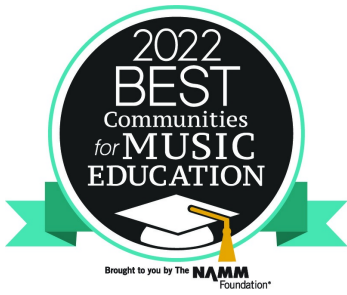
*** Which of the following technologies are being used in your elementary music education classrooms:**

- | | |
|---|--|
| <input type="checkbox"/> Music writing software | <input type="checkbox"/> Online Music Curriculum & Instruction |
| <input type="checkbox"/> Music Education apps | <input type="checkbox"/> None |
| <input type="checkbox"/> Other (please specify) | |

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

- | | |
|---|--|
| <input type="radio"/> About once a week | <input type="radio"/> Once a quarter |
| <input type="radio"/> A few times a month | <input type="radio"/> Once a year |
| <input type="radio"/> Once a month | <input type="radio"/> Don't know - N/A |

SAMPLE



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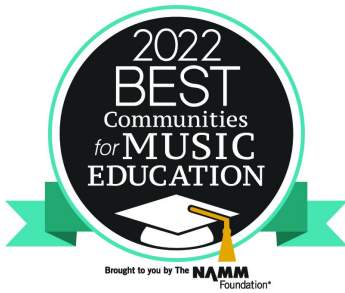
Middle School--General Information

* Do you have middle schools in your district?

☐ Yes

☐ No

SAMPLE



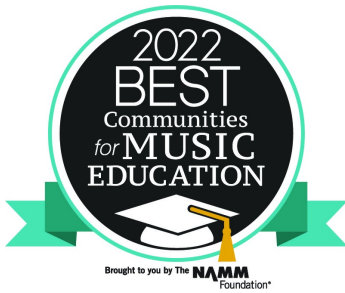
2022 NAMM Foundation BCME Survey

Middle School-General Information II

*** What grades are in your middle schools?**

- ☐ Sixth
- ☐ Seventh
- ☐ Eighth
- ☐ Ninth

If your district has an unusual configuration for how grades are grouped, please explain here.



2022 NAMM Foundation BCME Survey

Middle School--Qualified Faculty

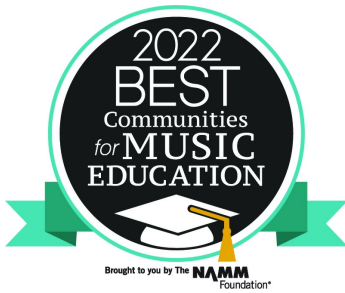
* How many students are in middle school in your district?

* How many certified music educators do you have delivering instruction in your middle schools?

* How many middle school buildings are in your district?

* In your middle schools, who provides music instruction? (Answer every row)

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



2022 NAMM Foundation BCME Survey

Middle School--Funding

*** What is the total amount that the district allocates to middle schools for music teachers to spend on their educational program? (whole numbers only)**

*** Do you conduct music-specific fundraising in the middle school?**

- ☐ Yes
- ☐ No
- ☐ Don't know

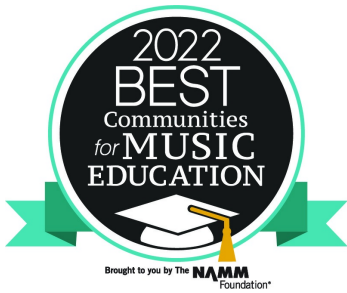
*** What percentage of your middle school fundraising is targeted to program basics?**

- ☐ 1 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't know
- ☐ We do not use fundraising for program basics.

*** What percentage of your middle school fundraising is targeted to program enhancements?**

- ☐ 1 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't Know
- ☐ We do not use fundraising for program enhancements.

SAMPLE

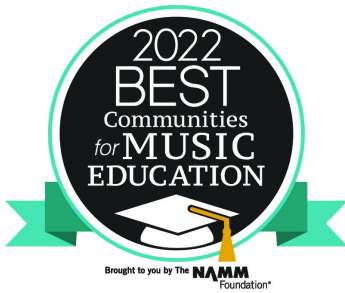


2022 NAMM Foundation BCME Survey

* Has your middle school music education funding:

	Increased	Decreased	Remained the same	Don't know
In the last year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last five years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE



2022 NAMM Foundation BCME Survey

Middle School - Participation

Answer the following questions about your middle schools.

*** Over the course of a school year, what percentage of students in your middle schools are enrolled in a music class?**

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

*** How often does the typical middle school music class meet?**

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

*** How long is a typical middle school music class?**

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

*** Approximately what percentage of middle school Title 1 students participate in your music programs?**

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

*** 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

SAMPLE



2022 NAMM Foundation BCME Survey

Middle School - Opportunity

*** Which of the following experiences are offered in your middle schools? (check only one box per course)**

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

*** Do middle school students have access to private or small group lessons as part of their schedule?**

- ☐ Yes
- ☐ No

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

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.

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.

*** To what extent are middle school students with disabilities integrated into music classes with their grade-level peers?**

- ☐ Always
☐ Usually
☐ Sometimes

- ☐ Rarely
☐ Never

*** Is music provided to self-contained classes of middle school students with severe disabilities?**

- ☐ Yes
☐ No

- ☐ N/A
☐ Don't Know



2022 NAMM Foundation BCME Survey

Middle School - Physical Capacity

*** 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 ☐ A few
☐ Most ☐ None
☐ Some

*** 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 ☐ A few
☐ Most ☐ None
☐ Some

*** 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, ukuleles, etc.**

*** How many of your middle schools have separate spaces for music instruction and music performance?**

- ☐ All ☐ A few
☐ Most ☐ None
☐ Some

*** What percentage of your middle schools have adequate performance venues with appropriate properties of acoustics, lighting, secure storage, and sound?**

☐ 0-24%

☐ 75-99%

☐ 25-49%

☐ All of them

☐ 50-74%

☐ Don't know

*** 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

☐ Don't know

☐ No

*** What percentage of your middle schools have separate, individual areas that accommodate small ensembles or individual rehearsals and/or assessment?**

☐ 0-19%

☐ 80-99%

☐ 20-39%

☐ All of them

☐ 40-59%

☐ Don't know

☐ 60-79%

SAMPLE



2022 NAMM Foundation BCME Survey

Middle School - Standards Based Learning & Curriculum

*** Which of the following do students in the middle school purposefully do in music classes, each year?**

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

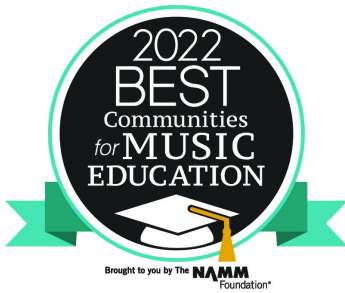
*** Which of the following technologies are being used in your middle school music education classrooms:**

- | | |
|---|--|
| <input type="checkbox"/> Music writing software | <input type="checkbox"/> Online Music Curriculum & Instruction |
| <input type="checkbox"/> Music Education apps | <input type="checkbox"/> None |
| <input type="checkbox"/> Other (please specify) | |

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

- | | |
|---|--|
| <input type="radio"/> About once a week | <input type="radio"/> Once a quarter |
| <input type="radio"/> A few times a month | <input type="radio"/> Once a year |
| <input type="radio"/> Once a month | <input type="radio"/> Don't know - N/A |

SAMPLE



2022 NAMM Foundation BCME Survey

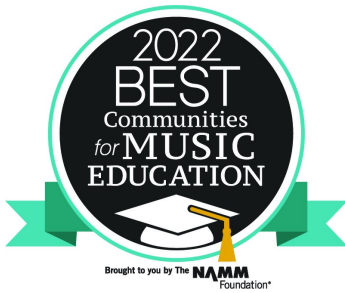
High School--General Information

* Do you have high schools in your district?

☐ Yes

☐ No

SAMPLE



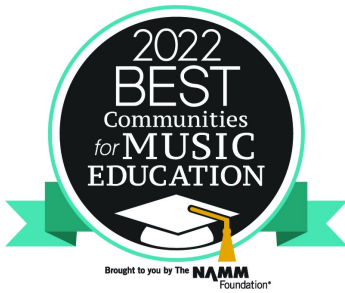
2022 NAMM Foundation BCME Survey

High School--General Information II

*** What grades are in your high schools?**

- ☐ Ninth
- ☐ Tenth
- ☐ Eleventh
- ☐ Twelfth

If your district has an unusual configuration for how grades are grouped, please explain here.



2022 NAMM Foundation BCME Survey

High School--Qualified Faculty

* How many students are in high school in your district?

* How many certified music educators do you have delivering instruction in your high schools?

* In your high schools, who provides music instruction? (Answer every row)

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

* How many high school buildings do you have in your district?



2022 NAMM Foundation BCME Survey

High School--Funding

*** What is the total amount that the district allocates to high schools for music teachers to spend on their educational program? (whole numbers only)**

*** Do you conduct music-specific fundraising in high school?**

- ☐ Yes
- ☐ No
- ☐ Don't know

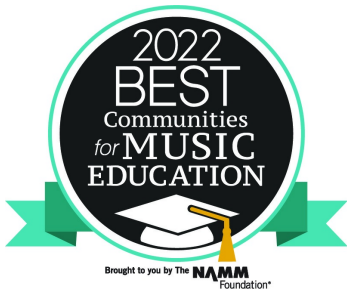
*** What percentage of your music-specific high school fundraising is targeted to program enhancements?**

- ☐ 1 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't know
- ☐ We do not use fundraising for program enhancements.

*** What percentage of your music-specific high school fundraising is targeted to program basics?**

- ☐ 1 - 25%
- ☐ 26 - 50%
- ☐ 51 - 75%
- ☐ 76 - 100%
- ☐ Don't know
- ☐ We do not use fundraising for program basics.

SAMPLE



2022 NAMM Foundation BCME Survey

* Has your high school music education funding:

	Increased	Decreased	Remained the same	Don't know
In the last year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last three years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the last five years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE



2022 NAMM Foundation BCME Survey

High School - Participation

Answer the following questions about your High School schools.

*** Over the course of a school year, what percentage of students in your high schools are enrolled in a music class?**

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

*** How often does the typical high school music class meet?**

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

*** How long is a typical high school music class (during the school day)?**

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

*** Approximately what percentage of high school Title 1 students participate in your music programs?**

☐ 0-20%

☐ 61-80%

☐ 21-40%

☐ 81-100%

☐ 41-60%

☐ Don't know

*** What percentage of your high school music students have an opportunity to perform music before an audience each year?**

☐ 0-25%

☐ 76-99%

☐ 26-50%

☐ All of them

☐ 51-75%

SAMPLE



2022 NAMM Foundation BCME Survey

High School - Opportunity

*** Which of the following experiences are offered in your high schools? (check only one box per course)**

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

*** Do high school students have access to private or small group lessons as part of their schedule**

- ☐ Yes
- ☐ No

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

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.

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

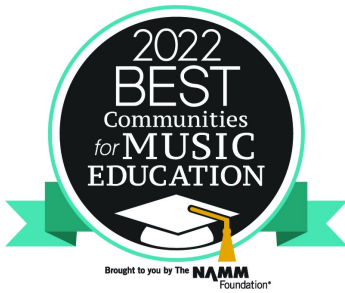
1.
2.
3.
4.
5.

*** To what extent are high school students with disabilities integrated into music classes with their grade-level peers?**

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

*** Is music provided to self-contained classes of high school students with severe disabilities?**

- ☐ Yes
- ☐ No
- ☐ N/A
- ☐ Don't Know



2022 NAMM Foundation BCME Survey

High School - Physical Capacity

*** How many of the instruments provided by the high school are of high quality?**

☐ All

☐ A few

☐ Most

☐ None

☐ Some

*** 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

☐ A few

☐ Most

☐ None

☐ Some

*** 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, ukuleles, etc.**

*** How many of your high schools have separate spaces for music instruction and music performance?**

☐ All

☐ A few

☐ Most

☐ None

☐ Some

*** What percentage of your high schools have adequate performance venues with appropriate properties of acoustics, lighting, secure storage, and sound?**

☐ 0-24%

☐ 75-99%

☐ 25-49%

☐ All of them

☐ 50-74%

☐ Don't know

*** 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

☐ Don't know

☐ No

*** What percentage of your high schools have separate, individual areas that accommodate small ensembles or individual rehearsals and/or assessment?**

☐ 0-19%

☐ 80-99%

☐ 20-39%

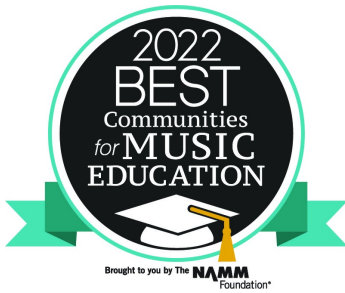
☐ All of them

☐ 40-59%

☐ Don't know

☐ 60-79%

SAMPLE



2022 NAMM Foundation BCME Survey

High School - Standards Based Learning & Curriculum

*** Which of the following do students in the high school purposefully do in music classes, each year?**

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

*** Which of the following technologies are being used in your high school music education classrooms:**

- | | |
|---|---|
| <input type="checkbox"/> Music writing software | <input type="checkbox"/> Music Education websites |
| <input type="checkbox"/> Music Education apps | <input type="checkbox"/> None |
| <input type="checkbox"/> Other (please specify) | |

*** Over the course of an academic year, to what extent is music from a variety of cultures explored in the high school music curriculum?**

- | | |
|---|--|
| <input type="radio"/> About once a week | <input type="radio"/> Once a quarter |
| <input type="radio"/> A few times a month | <input type="radio"/> Once a year |
| <input type="radio"/> Once a month | <input type="radio"/> Don't know - N/A |

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

- | | |
|---------------------------|----------------------------------|
| <input type="radio"/> Yes | <input type="radio"/> Don't know |
| <input type="radio"/> No | |

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

- | | |
|------------------------------|-----------------------------------|
| <input type="radio"/> 0-19% | <input type="radio"/> 80-99% |
| <input type="radio"/> 20-39% | <input type="radio"/> All of them |
| <input type="radio"/> 40-59% | <input type="radio"/> Don't know |
| <input type="radio"/> 60-79% | |

SAMPLE



2022 NAMM Foundation BCME Survey

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.)

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

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

Did you use the PR Toolkit and supporting materials?

- ☐ Yes
- ☐ No
- ☐ I don't know

If yes, please share how you used these materials?

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

If awarded, are you interested in working with your music service organization to coordinate a certificate celebration?

- ☐ Yes
☐ No

If yes, can they contact you directly to coordinate the presentation?

- ☐ Yes
☐ No

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.)

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

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

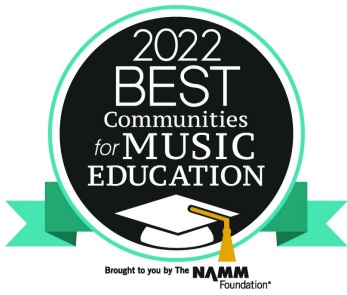
As a spokesperson for your district's program(s), what uniquely qualifies it to be designated a "Best Community for Music Education." (Optional)

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

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

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

SAMPLE



2022 NAMM Foundation BCME Survey

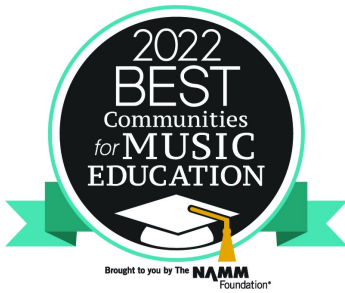
Application Verification

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

☐ Yes

☐ No

SAMPLE



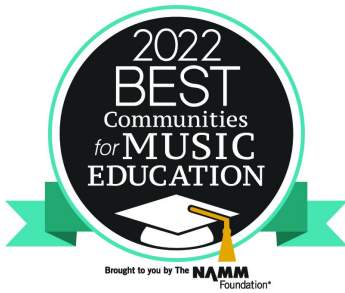
2022 NAMM Foundation BCME Survey

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

☐ Yes

☐ No

SAMPLE



2022 NAMM Foundation BCME Survey

COVID-Related Concerns

*** How did music educators teach last year in 2020-21? Were they online, in person, or both?**

- ☐ Online
- ☐ In person
- ☐ Both
- ☐ Other (please specify)

*** Last school year--2020-21--were district COVID relief funds used in your music education programs in 2020-21?**

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, check all that apply:

- ☐ PPE for mitigation strategies in music education
- ☐ Music teacher professional development
- ☐ Hiring more music teachers
- ☐ Purchasing instruments
- ☐ Instructional Resources
- ☐ Other (please specify)

*** This school year--2021-22--and at the time you are completing this application, are your schools meeting in person, online, or a combination?**

- ☐ Mostly in person
- ☐ Mostly online
- ☐ About half and half
- ☐ Other (please specify)

*** This school year--2021-22--are school/district COVID relief funds being used in your music education program?**

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, check all that apply:

- ☐ PPE for mitigation strategies in music education
- ☐ Music teacher professional development
- ☐ Hiring more music teachers
- ☐ Purchasing instruments
- ☐ Instructional Resources
- ☐ Other (please specify)

*** Has your music education budget seen changes that can be directly traced to COVID?**

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, please describe

*** Have student enrollments in your elementary school programs seen substantial changes that can be traced to COVID related causes?**

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, please describe:

*** Have student enrollments in your middle school programs seen substantial changes that can be traced to COVID related causes?**

- ☐ Yes
- ☐ No

If yes, please describe:

*** Have student enrollments in your high school programs seen substantial changes that can be traced to COVID related causes?**

- ☐ Yes
- ☐ No

If yes, please describe:

Were there differences in students' ability to connect to remote learning related to socioeconomic status?

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, how did the district address those?

Did the district note any changes--both good and bad--in teacher / student relationships through the pandemic period?

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, how did the district help mitigate these changes?

Was the district able to accommodate special requests for remote learning resources from teachers?

- ☐ Yes
- ☐ No
- ☐ Don't know

How did the district facilitate differential instruction for the most vulnerable learners during COVID?

What changes do you see resulting from the COVID-19 pandemic in how students are taught in your district?

(Optional) Please share a story of a music teacher's heroic efforts in your district during COVID.