Welcome to the 2024 Best Communities for Music Education!

Welcome and thank you for participating in the 25th anniversary of the Best Communities for Music Education survey.

Through this annual survey, the NAMM Foundation seeks to acknowledge and celebrate the commitment of schools and districts across the nation who act on their belief that music is an essential element of a well-rounded education available to all students.

Let’s get started.

Eligibility:

♦ You must be a school district in the United States with a K-12 music education program.
♦ Only one application per district.
♦ You must complete the entire application. Incomplete applications will not be included in our final review.
♦ All surveys must be submitted by the January 31 deadline.

There are two awards available. You may only apply for one award:

1. **Best Communities for Music Education**: this award is for school districts.
2. **SupportMusic Merit Award**: this award is for an individual school (charter, parochial, private) that serves students at various grade levels. If you would like to apply for this award, please fill out the [SMMA survey](https://www.nammfoundation.org/smma).

Note: For-profit after school programs are not eligible for participation for either award.

Please address each survey question as honestly, thoughtfully, and completely as possible.

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

The survey will be available until January 31, 2024.
2024 NAMM Foundation BCME Survey

Start Your Application

Once you collect all the necessary data, this survey will take approximately 30-45 minutes to complete online. We encourage you to go to The NAMM Foundation website to print out a copy of the survey PDF, and gather all of the data before you begin entering information.

Instructions for filling out your survey:

1. Some questions are required, while others are optional. Required questions are marked with an asterisk*. It is in your best interest to complete as many items as possible. Questions left unanswered can affect your overall score.

2. 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.

3. Survey responses are submitted when the “SUBMIT” button is clicked on the last page. Do not select this button until you are ready to submit the final application, but you must click it for consideration.

Questions? Please contact our Technical Assistance team at nammsurvey@gmail.com. Questions will be answered as soon as possible.

Thank you again for your participation.
* 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
This survey is designed to be completed by applicants who are familiar with their district's music education program and have access to district data. To prevent duplicate entries, 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
- Central office administrator
- Music teacher
- Principal/school administrator
- Superintendent
- Board of Education member
- 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
Please note, our ability to reach you by telephone may be important during our audit of the survey data. We will not use your information for any other purpose.

**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**—please provide the legal name of your district as it is presented on your district website. This is how it will be listed in our official press release and on our website.

  The legal name of your District (no abbreviations)

  Address

  Address 2

  City/Town

  State/Province -- select state --

  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**

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8. **District Website (if available):**

[ ]
2024 NAMM Foundation BCME Survey

* 9. Approximately what percentage of students in your district qualify for Title I Support?
   - 0-24%
   - 25-49%
   - 50-74%
   - 75-100%

10. Does your district use Title I funds to support music education learning for all children?
   - Yes
   - No
   - Don't know

11. 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
Teacher Professional Development

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

☐ Release Time
☐ Funding (partial or full)
☐ Other (please specify)

* 13. 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

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

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

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

1. 
2. 
3.
Support from Administrators

* 16. 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

* 17. 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?

- [ ] Board of Education
- [ ] Building Administrators/Principals
- [ ] Central Office Administrators
- [ ] Classroom Teachers
- [ ] Community Members
- [ ] Parents
- [ ] School Foundation
- [ ] Students
2024 NAMM Foundation BCME Survey

Community Opportunities

* 18. In the last year, have music groups in your district performed at regional, state, or national music conferences?
   - Yes
   - No
   - Other (please specify)

* 19. In the past year, have your students participated in:
   - All-City/District
   - All-State
   - National-level competition
   - Honor performing groups
   - None of the above
   - Other (please specify)

* 20. Does your community provide performance opportunities (out of school) for students to play or perform (e.g., youth orchestra, city band)?
   - Yes
   - No
   - Unsure

* 21. Does your community provide a variety of concerts and other live performances for students to attend and observe?
   - Yes
   - No
   - Unsure
22. In the past year, have funding cuts for your program disproportionately compromised student access to a high-quality music education?

- Yes
- No
- Unsure

23. If yes, please explain.

24. Given the current financial climate, please describe how music is faring in your district.
* 25. Does your district include elementary schools?

☐ Yes

☐ No
2024 NAMM Foundation BCME Survey

Elementary--General Information II

* 26. What grades are in your elementary schools?

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

27. If your district has a different configuration of grades, please explain here.
2024 NAMM Foundation BCME Survey

Elementary-Qualified Faculty

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

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

* 30. How many elementary school buildings are in your district?

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

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<tr>
<th></th>
<th>None</th>
<th>1-24%</th>
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<th>50-74%</th>
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2024 NAMM Foundation BCME Survey

Elementary--Funding

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

* 33. Do you conduct music-specific fundraising?
   - Yes
   - No
   - Don't know

* 34. 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.

* 35. 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.
Answer the following questions about your elementary schools.

* 36. On average, how many minutes per week of music education are required by your district in elementary school?
   - 0-29
   - 30-39
   - 40-49
   - 50-59
   - An hour or more
   - N/a

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

* 38. 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)

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

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<th>1-24%</th>
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<td>In their regular homeroom classroom</td>
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</table>
* 40. 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
2024 NAMM Foundation BCME Survey

Elementary - Opportunity

* 41. 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

42. 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. 

43. 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. 

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

- Always
- Usually
- Sometimes
- Rarely
- Never

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

- Yes
- No
- N/A
- Don't Know
2024 NAMM Foundation BCME Survey

Elementary - Physical Capacity

* 46. 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

* 47. How much of your elementary inventory (instruments/equipment) needs to be updated to keep up with maintenance lags, or the pace of changing technologies?

- All
- Most
- Some
- A few
- None

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

- All
- Most
- Some
- A few
- None

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

- All
- Most
- Some
- A few
- None
* 50. 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
* 51. 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 - 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

* 52. 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)

* 53. 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
* 54. Do you have middle schools in your district?

☐ Yes

☐ No
* 55. What grades are in your middle schools?

- [ ] Sixth
- [ ] Seventh
- [ ] Eighth
- [ ] Ninth

56. If your district has a different configuration for how grades are grouped, please explain here.
2024 NAMM Foundation BCME Survey

Middle School--Qualified Faculty

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

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

* 59. How many middle school buildings are in your district?

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

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2024 NAMM Foundation BCME Survey

Middle School--Funding

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

* 62. Do you conduct music-specific fundraising in the middle school?
   - Yes
   - No
   - Don't know

* 63. 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.

* 64. 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.
2024 NAMM Foundation BCME Survey

Middle School - Participation

Answer the following questions about your middle schools.

* 65. 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

* 66. 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)

* 67. How long is a typical middle school music class?
   - 0-30 minutes
   - 31-45 minutes
   - 46-59 minutes
   - 60 minutes or more

* 68. 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
* 69. 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
2024 NAMM Foundation BCME Survey

Middle School - Opportunity

* 70. 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
- Other (please specify) [ ]

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

- Yes
- No

72. 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
73. 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. 

74. 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. 

* 75. To what extent are middle school students with disabilities integrated into music classes with their grade-level peers?
   ○ Always
   ○ Usually
   ○ Sometimes
   ○ Rarely
   ○ Never

* 76. Is music provided to self-contained classes of middle school students with severe disabilities?
   ○ Yes
   ○ No
   ○ N/A
   ○ Don't Know
2024 NAMM Foundation BCME Survey

Middle School - Physical Capacity

* 77. 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

* 78. How much of your middle school inventory (instruments/equipment) needs to be updated to keep up with maintenance lags, or the pace of changing technologies?
- All
- Most
- Some
- A few
- None

* 79. 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.

* 80. How many of your middle schools have separate spaces for music instruction and music performance?
- All
- Most
- Some
- A few
- None
* 81. 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

* 82. 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 and/or the entire school population?

- Yes
- No
- Don’t know

* 83. 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
* 84. 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 - 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

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

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

* 86. 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
* 87. Do you have high schools in your district?

- Yes
- No
2024 NAMM Foundation BCME Survey

High School--General Information II

* 88. What grades are in your high schools?

- [ ] Ninth
- [ ] Tenth
- [ ] Eleventh
- [ ] Twelfth

89. If your district has a different configuration for how grades are grouped, please explain here.
**2024 NAMM Foundation BCME Survey**

**High School--Qualified Faculty**

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

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

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

<table>
<thead>
<tr>
<th>None</th>
<th>1-24%</th>
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<th>50-74%</th>
<th>75-99%</th>
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<td>Certified Music Specialists</td>
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</table>

* **93. How many high school buildings do you have in your district?**
2024 NAMM Foundation BCME Survey

High School--Funding

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

* 95. Do you conduct music-specific fundraising in high school?
   - Yes
   - No
   - Don't know

* 96. 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.

* 97. 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.
2024 NAMM Foundation BCME Survey

High School - Participation

Answer the following questions about your high schools.

* 98. 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%

* 99. 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)

* 100. 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

* 101. 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
* 102. What percentage of your high school music students have an opportunity to perform music before an audience each year?

- [ ] 0-25%
- [ ] 26-50%
- [ ] 51-75%
- [ ] 76-99%
- [ ] All of them
2024 NAMM Foundation BCME Survey

High School - Opportunity

* 103. 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
- Other (please specify)

- Mariachi
- Music Career Exploration
- Piano/Keyboard
- String Orchestra
- Full Orchestra
- Popular Music
- Recording/Music Technology
- Sound Engineering
- Theory
- AP Theory

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

- Yes
- No

105. 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
106. 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. 

107. 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. 

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

- Always
- Usually
- Sometimes
- Rarely
- Never

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

- Yes
- No
- N/A
- Don't Know
**2024 NAMM Foundation BCME Survey**

**High School - Physical Capacity**

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

- All
- Most
- Some
- A few
- None

* 111. How much of your high school inventory (instruments/equipment) needs to be updated to keep up with maintenance lags, or the pace of changing technologies?

- All
- Most
- Some
- A few
- None

* 112. 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.

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

- All
- Most
- Some
- A few
- None
* 114. 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

* 115. 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

* 116. 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
* 117. 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 - 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

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

- [ ] Music writing software
- [ ] Music Education apps
- [ ] Other (please specify)
* 120. Is there a fine arts requirement for graduation in your district?
  ○ Yes
  ○ No
  ○ Don't know

* 121. 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
  ○ Don't know
2024 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.)

122. 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

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

124. Did you use the PR Toolkit provided by the NAMM Foundation and supporting materials?

- Yes
- No
- I don't know

125. If yes, please share how you used these materials:

126. Please list the music service and retailers your school/district works with:
127. If awarded, are you interested in working with your music service organization to coordinate a certificate celebration?

☐ Yes  
☐ No

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

☐ Yes  
☐ No

These four 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.)

129. Please share with us one way that music education supports the social/emotional growth of the students in your district. (Optional)

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

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

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

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

☐ Participated in Previous survey  
☐ National Newspaper or Magazine

☐ NAMM Foundation Website  
☐ Other Survey Partner Website

☐ Local Newspaper  
☐ Received Email

☐ Conference  
☐ Social Media

☐ Music Service/Music Products Retailer  
☐ Word of Mouth

☐ Other (please specify)
* 134. I certify that I have the authority to complete this application on behalf of my district.

☐ Yes  ☐ No
2024 NAMM Foundation BCME Survey

Verification #2

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

☐ Yes  ☐ No
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.
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.
Thank you very much for filling 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 to hit the "SUBMIT" button when 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 at nammsurvey@gmail.com. Questions will be answered as soon as possible.