Thank you for participating in the 2022 SupportMusic Merit Award 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 at your school 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.

**School Districts:** If you are applying on behalf of a school district with multiple schools serving students at various grade levels, please complete the Best Communities for Music Education survey. If you are applying on behalf of an individual school, continue with this survey.

**IMPORTANT NOTE:** Please do not complete both the BCME and SMMA survey. If you are applying for a DISTRICT, complete the BCME survey. If you are applying for ONE school, please complete this 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 word “NEXT” below.
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 school 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. Once selected, the survey will close and you will not be allowed to return to your answers.

*Make sure that you complete the brief audit, built into the conclusion of this survey.

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!
2022 NAMM Foundation SMMA Survey

* This survey is specifically for those who are applying on behalf of a school and wish to be considered to receive the SupportMusic Merit Award designation.

Are you filling out the correct survey?

☐ Yes  ☐ No
The SupportMusic Merit Award survey is designed to be completed by applicants who are familiar with their school's music education program and have access to school data. To prevent duplicate entries, schools 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.)

- [ ] 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

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

- [ ] Fine arts or music supervisor
- [ ] Board of Education member
- [ ] Central office administrator
- [ ] Other (please specify)

- [ ] Music teacher
- [ ] Principal/school administrator
- [ ] Superintendent

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

- [ ] Yes
- [ ] No
Contact Person Information (As the individual filling out this form for your school, 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

<table>
<thead>
<tr>
<th>Applicant's First Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant's Last Name</td>
<td></td>
</tr>
<tr>
<td>Applicant's Daytime Phone</td>
<td></td>
</tr>
<tr>
<td>Applicant's Evening Phone</td>
<td></td>
</tr>
<tr>
<td>Applicant's Email Address</td>
<td></td>
</tr>
<tr>
<td>Please Verify Email Address</td>
<td></td>
</tr>
</tbody>
</table>
* Your School's Address--this information needs to match your website, as it will be used in our official announcements

The legal name of your School (no abbreviations)

The legal name of your District, if applicable (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

* Your School Administrator's Contact Information

Name

Title

Address

Address 2

City/Town

State -- select state --

ZIP Code

Email Address

Phone Number

School Website (if available):

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

- 0-24%
- 25-49%
- 50-74%
- 75-100%
Does your school use Title I funds to support music education learning for all children?

☐ Yes
☐ No
☐ Don't know

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

☐ Yes
☐ No
☐ Don't know
2022 NAMM Foundation SMMA Survey

COVID Information

* 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 school or district COVID relief funds used in your music education programs?

- 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, is your school meeting online, in person, or a combination?

- Online
- In person
- About half and half
- Other (please specify)

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

- Yes
- No
- Don't know
- Other (please specify)

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
- Other (please specify)
* Have student enrollments in your programs seen substantial changes that can be traced to COVID related causes?
   ○ Yes
   ○ No
   ○ Don't know

If yes, please explain.

Were there differences in students' ability to connect to remote learning related to socio economic status?
   ○ Yes
   ○ No
   ○ Don't know

If yes, how did the school address those?

Did your school note any changes--good or bad--in teacher/student relationships through the pandemic period?
   ○ Yes
   ○ No
   ○ Don't know

If yes, how did the school help mitigate those changes?

Was your school able to accommodate special requests for remote learning resources from teachers?
   ○ Yes
   ○ No
   ○ Don't know

How did your school facilitate differential instruction for the most vulnerable learners during COVID?
What changes do you see resulting from the COVID pandemic in how students are taught in your school?

(Optional) Please share a story of a music teacher's heroic efforts in your school during COVID.
* Approximately how many students are enrolled in your school?
2022 NAMM Foundation SMMA Survey

Teacher Professional Development

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

- [ ] Release Time
- [ ] 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%
- [ ] 11-30%
- [ ] 31-50%
- [ ] 51% or more

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

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

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

1. 
2. 
3. 
2022 NAMM Foundation SMMA Survey

Support from Administrators

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

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

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

- Board of Education
- Building Administrators/Principals
- Central Office Administrators
- Classroom Teachers
- Community Members
- Parents
- School Foundation
- Students
2022 NAMM Foundation SMMA Survey

Community Opportunities

* In the last year, have music groups from your school 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
- [ ] All-State
- [ ] National-level competition
- [ ] Honor performing groups
- [ ] None of the above
- [ ] 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
- [ ] No
- [ ] Unsure

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

- [ ] Yes
- [ ] No
- [ ] Unsure
Funding

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

* In the past year, have funding cuts for your program disproportionately compromised student access to a high quality music education?
  
  - Yes
  - No
  - Unsure

If yes, please explain.

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

* Do you conduct music-specific fundraising?
  
  - Yes
  - No
  - Unsure
* What percentage of your music-specific fundraising is targeted to program enhancements?

- 1 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 100%
- We do no use fundraising for program enhancements
- Unsure

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

- 1 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 100%
- We do no use fundraising for program enhancements
- Unsure
2022 NAMM Foundation SMMA Survey

* Has your school's music education funding:

<table>
<thead>
<tr>
<th></th>
<th>Increased</th>
<th>Decreased</th>
<th>Remained the same</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the last three years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the last five years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your response to the next question will take you to the corresponding section of the survey.

* I am applying on behalf of:

- An elementary school
- A middle school
- A high school
Answer the following questions about your elementary schools.

* How many students are in your school?

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

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

<table>
<thead>
<tr>
<th></th>
<th>None/Not Applicable</th>
<th>1-24%</th>
<th>25-49%</th>
<th>50-74%</th>
<th>75-99%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td></td>
<td></td>
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<tr>
<td>Non-Certified Music</td>
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<tr>
<td>Specialists</td>
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<tr>
<td>Certified Music</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Specialists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* On average, how many minutes per week of music education is required in your 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)

* What percentage of your music classes are taught:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0</th>
<th>1-24%</th>
<th>25-49%</th>
<th>50-74%</th>
<th>75-99%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a dedicated music classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In their regular homeroom classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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
2022 NAMM Foundation SMMA Survey

Elementary - Opportunity

* Which of the following experiences are offered in your school? (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.
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>* To what extent are elementary students with disabilities integrated into music classes with their grade-level peers?</td>
<td>Always</td>
</tr>
<tr>
<td></td>
<td>Usually</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td>* Is music provided to self-contained classes of elementary students with severe disabilities?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
2022 NAMM Foundation SMMA Survey

Elementary - Physical Capacity

* How many of the instruments provided by your 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 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

* Does your school have separate spaces for music instruction and music performance?
  - Yes
  - No

* Does your school have performance venues large enough to accommodate the largest music group taught?
  - Yes
  - No
* Do your 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
2022 NAMM Foundation SMMA Survey

Elementary - Standards Based Learning & Curriculum

* Which of the following do students in your 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

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

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

SAMPLE
* Over the course of an academic year, to what extent is music from a variety of cultures explored in your 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
2022 NAMM Foundation SMMA Survey

Middle School - Participation

Answer the following questions about your middle schools.

* How many students are in your school?

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

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

<table>
<thead>
<tr>
<th>None/Not Applicable</th>
<th>0-10%</th>
<th>11-20%</th>
<th>21-30%</th>
<th>31-40%</th>
<th>41-50%</th>
<th>51% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Certified Music Specialists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified Music Specialists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

  - 0-10%
  - 11-20%
  - 21-30%
  - 31-40%
  - 41-50%
  - 51% or more
* How often does your typical music class meet?
  - Daily
  - Multiple times per week
  - Once a week
  - Other (please specify)

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

* Approximately what percentage of Title 1 students participate in your music programs?
  - 0-20%
  - 21-40%
  - 41-60%
  - 61-80%
  - 81-100%
  - Don't know

* What percentage of your students have an opportunity to perform music before an audience each year?
  - 0-25%
  - 26-50%
  - 51-75%
  - 76-99%
  - All of them
### 2022 NAMM Foundation SMMA Survey

**Middle School - Opportunity**

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

<table>
<thead>
<tr>
<th>Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Styles</td>
<td>Jazz Ensemble</td>
</tr>
<tr>
<td>Chamber Group Small Ensemble</td>
<td>Mariachi</td>
</tr>
<tr>
<td>Choral Ensemble</td>
<td>Piano/Keyboard</td>
</tr>
<tr>
<td>Composition/Arranging</td>
<td>String Orchestra</td>
</tr>
<tr>
<td>Concert Band</td>
<td>Full Orchestra</td>
</tr>
<tr>
<td>General Music</td>
<td>Popular Music</td>
</tr>
<tr>
<td>Gospel Choir</td>
<td>Theory</td>
</tr>
<tr>
<td>Guitar</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

* Do your 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 SMMA Survey

Middle School - Physical Capacity

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

- All
- Most
- Some
- A few
- None

* How much of your 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

* 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.


* Does your school have separate spaces for music instruction and music performance?

- Yes
- No

* Does your school have adequate performance venues with appropriate properties of lighting, secure storage, and sound?

- Yes
- No
- Don't Know
* Do your 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

* Do you have separate, individual areas that accommodate small ensembles or individual rehearsals and/or assessment?

- [ ] Yes
- [ ] No
- [ ] Don't know
### Middle School - Standards Based Learning & Curriculum

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

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Music - Imagining (I.e., generating music ideas for various purposes/contexts)</td>
<td>perform the activity of creating music by imagining new ideas for various purposes or contexts.</td>
</tr>
<tr>
<td>Creating Music - Planning &amp; Making (I.e., selecting and developing music ideas)</td>
<td>perform the activity of creating music by planning and making new ideas.</td>
</tr>
<tr>
<td>Creating Music - Evaluating &amp; Refining Musical Ideas</td>
<td>perform the activity of evaluating and refining musical ideas.</td>
</tr>
<tr>
<td>Creating Music - Presenting (I.e., sharing musical compositions or improvisations with others)</td>
<td>perform the activity of presenting musical compositions or improvisations to others.</td>
</tr>
<tr>
<td>Performing Music - Selecting (I.e., selecting varied musical works to present)</td>
<td>perform the activity of selecting various musical compositions to present.</td>
</tr>
<tr>
<td>Performing Music - Analyzing</td>
<td>perform the activity of analyzing musical performances.</td>
</tr>
<tr>
<td>Performing Music - Interpreting Musical Ideas</td>
<td>perform the activity of interpreting musical ideas.</td>
</tr>
<tr>
<td>Performing Music - Presenting (sharing solo or ensemble performances with others)</td>
<td>perform the activity of presenting solo or ensemble performances with others.</td>
</tr>
<tr>
<td>Performing Music - Rehearsing/Evaluating/Refining Persona or Ensemble Performances</td>
<td>perform the activity of rehearsing or evaluating and refining performances.</td>
</tr>
<tr>
<td>Responding to Music - Selecting (I.e., selecting music for a specific purpose or context)</td>
<td>perform the activity of selecting music for a specific purpose or context.</td>
</tr>
<tr>
<td>Responding to Music - Analyzing</td>
<td>perform the activity of analyzing music.</td>
</tr>
<tr>
<td>Responding to Music - Interpreting</td>
<td>perform the activity of interpreting music.</td>
</tr>
<tr>
<td>Responding to Music - Evaluating (students on music making or the music making of others)</td>
<td>perform the activity of evaluating students on their music making or the music making of others.</td>
</tr>
<tr>
<td>None of these</td>
<td>perform none of the activities listed above.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music writing software</td>
</tr>
<tr>
<td>Music Education apps</td>
</tr>
<tr>
<td>Online Music Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

* indicates required fields.
Over the course of an academic year, to what extent is music from a variety of cultures explored in your 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
Answer the following questions about your High School schools.

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>None/Not applicable</th>
<th>1-24%</th>
<th>25-49%</th>
<th>50-74%</th>
<th>75-99%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td></td>
<td></td>
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<tr>
<td>Non-Certified Music</td>
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<tr>
<td>Specialists</td>
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<tr>
<td>Certified Music</td>
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<td>Specialists</td>
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</tr>
</tbody>
</table>

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

- 0-7%
- 8-14%
- 15-21%
- 22-28%
- 29-35%
- 36-42%
- 43% or more
* How often does the typical music class meet?
- Daily
- Multiple times per week
- Once a week
- Other (please specify)

* How long is a typical music class (during the school day)?
- 0-30 minutes
- 31-45 minutes
- 46-59 minutes
- 60 minutes or more

* 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

* What percentage of your students have an opportunity to perform music before an audience each year?
- 0-25%
- 26-50%
- 51-75%
- 76-99%
- All of them
* Which of the following experiences are offered in your school? (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)

* 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 SMMA Survey

High School - Physical Capacity

* How many of the instruments provided by your school are of high quality?
  - All
  - Most
  - Some
  - A few
  - None

* How much of your 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

* 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.

* Does your school have separate spaces for music instruction and music performance?
  - Yes
  - No

* Does your school have adequate performance venues with appropriate properties of lighting, secure storage, and sound?
  - Yes
  - No
  - Don't Know
* Do 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

* Do you have separate, individual areas that accommodate small ensembles or individual rehearsals and/or assessment?

- Yes
- No
- Don't know
2022 NAMM Foundation SMMA Survey

High School - Standards Based Learning & Curriculum

* Which of the following do students in your 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

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

- Music writing software
- Music Education apps
- Other (please specify)
- Music Education websites
- None
* Over the course of an academic year, to what extent is music from a variety of cultures explored in your 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

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

- Yes
- No
- Don't know

* 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
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 SMMA 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.

SAMPLE
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 SupportMusic Merit Award 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 school's music programs or instructors that has not already been covered in the previous questions. (Optional)

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

As a spokesperson for your school's program(s), what uniquely qualifies it to be designated a “SupportMusic Merit Award” designee. (Optional)

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 (please specify)
- Other Survey Partner Website
- Received Email
- Social Media
- Television
- Word of Mouth
* I certify that I have the authority to complete this application on behalf of my school.

☐ Yes  ☐ No
* I certify that the information provided here is, to the best of my knowledge, complete and accurate.

☐ Yes

☐ No