



## The 2025 NAMM Foundation Best Communities for Music Education (BCME) Application

### Welcome to the 2025 Best Communities for Music Education!

Welcome and thank you for participating in the 26th year of the BCME Application!

Through this annual application, 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 applications must be submitted by the **February 28<sup>th</sup> deadline**.

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

1. **Best Communities for Music Education (BCME)**: this award is for school districts.
2. **SupportMusic Merit Award (SMMA)**: this award is for an individual school (public, charter, parochial, private) that serves students at various grade levels. If you would like to apply for this award, please fill out the [SMMA Application](#). Note that if your district applies, you cannot apply as a school.

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

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

All responses to the application are confidential. The application, its content and any related communication are private and are reviewed by the research and project team at The NAMM Foundation. Questions about the content of the applications may be directed to: [info@nammfoundation.org](mailto:info@nammfoundation.org). If you have technical questions about the applications, please contact [anusha@wolfbrown.com](mailto:anusha@wolfbrown.com)

**The application will be available until February 28, 2025.**



## Start Your Application:

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

Instructions for filling out your application:

- 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.
- If you'd like to leave the application at any time, just simply close your browser. **As long as you are on the SAME COMPUTER and your browser's cookies are enabled, you will be able to return to your application in progress.** Your responses will be saved and you can continue where you left off or edit your previous responses.
- Application 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 **remember to select this button when you are DONE.** Otherwise your application will not be considered.

Questions about the content of the applications may be directed to: [info@nammfoundation.org](mailto:info@nammfoundation.org). If you have technical questions about the application, please contact [anusha@wolfbrown.com](mailto:anusha@wolfbrown.com). Questions will be answered as soon as possible.

Thank you again for your participation!

**1. This application 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 (BCME) designation. Are you filling out the correct application?**

Yes

No

**This application 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 application.**

**\* 2. All of the following information is REQUIRED to fill out this application. 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 application?**

- 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 application on behalf of my district.**

- Yes
- No



Please note, our ability to reach you by telephone may be important during our audit of the application data. We will not use your information for any other purpose. **PLEASE FILL OUT ALL TEXT BOXES 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 (WORK) \_\_\_\_\_
- Applicant's Email Address (PERSONAL) \_\_\_\_\_

**\* 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. You can find your 9-digit zip code here: Zip+ Lookup**

- The legal name of your District (No abbreviations) \_\_\_\_\_
- Address \_\_\_\_\_
- Address 2 \_\_\_\_\_
- City/Town \_\_\_\_\_
- State/Province \_\_\_\_\_
- 9-Number Zip Code \_\_\_\_\_
- School Phone Number \_\_\_\_\_



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

- Name \_\_\_\_\_
- Title \_\_\_\_\_
- Address \_\_\_\_\_
- Address 2 \_\_\_\_\_
- City/Town \_\_\_\_\_
- State \_\_\_\_\_
- Zip Code \_\_\_\_\_
- Email Address \_\_\_\_\_
- Phone Number \_\_\_\_\_

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

\_\_\_\_\_

**\* 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

SAMPLE

**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

**\* 12. Does your district provide the following for your teachers to attend MUSIC-SPECIFIC professional development opportunities? Check all that apply:**

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

**\* 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

SAMPLE



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

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**\* 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
- Other (please specify): \_\_\_\_\_
- None of the above

**\* 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
- Other (please specify): \_\_\_\_\_
- None of the above

**\* 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
- Other (please specify): \_\_\_\_\_
- None of the above

**\* 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

SAMPLE

**23. If yes, please explain.**

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**\* 24. Given the current financial climate, please describe how music is faring in your district.**

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**\* 25a. Does your district include elementary schools?**

Yes

No

**\* 25b. (54) Do you have middle schools in your district?**

Yes

No

**\* 25c. (87) Do you have high schools in your district?**

Yes

No

**\* 26. What grades are in your elementary schools?**

Kindergarten

First

Second

Third

Fourth

Fifth

Sixth

Other (my grades are different from the ones listed above)

**27. If your district has a different configuration of grades, please explain here.**

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**\* 28. On average, how many students attend each elementary school in your district? (enter a number)**



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**\* 29. On average, how many certified music educators do you have delivering instruction in your elementary schools? (Please enter the total number of certified music educators working at all of your elementary schools combined.)**

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**\* 30. How many elementary school buildings are in your district? (enter a number)**

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SAMPLE





\* 31. 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"/>

\* 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)

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\* 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.

**\* 36. On average, how many minutes per week of music education are required by your 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 specialists (rather than the classroom teacher)?**

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**\* 38. How often does the typical elementary music class meet?**

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

**\* 39. 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"/>

**\* 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%
- 75-100%
- All of them

SAMPLE



**\* 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. \_\_\_\_\_

**\* 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

**\* 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
- No
- Don't know

**\* 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 - Rehearsing/Evaluating/Refining Personal 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

**\* 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
- Other (please specify): \_\_\_\_\_
- None

**\* 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

\* 55. What grades are in your middle schools?

- Sixth
- Seventh
- Eighth
- Ninth
- Other (my grades are different from the ones listed above)

SAMPLE



56. If your district has a different configuration for how grades are grouped, please explain here.

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\* 57. How many students in your district are in middle school? (enter a number)

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\* 58. On average, how many certified music educators do you have delivering instruction in your middle schools? (please enter the total number of certified music educators working at all of your elementary schools combined)

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\* 59. How many middle school buildings are in your district? (enter a number)

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\* 60. 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"/>

\* 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)

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**\* 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.

**\* 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
- Other (please specify): \_\_\_\_\_
- Don't know

**\*67. How long is a typical middle school music class?**

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

SAMPLE



**\* 68. Approximately what percentage of middle school Title 1 students participate in your music programs?**

- 0-20%
- 21-40%
- 41-60%
- 51-80%
- 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

\* 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
- Jazz Ensemble
- Mariachi
- Piano/Keyboard
- String Orchestra
- Full Orchestra
- Popular Music
- Theory



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



**\* 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. If you do not use non-traditional or non-Western music forms, please type "N/A" in the text box below.**

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**\* 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 - Rehearsing/Evaluating/Refining Personal 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

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

- Music writing software
- Music Education apps
- Online Music Curriculum & Instruction
- Other (please specify): \_\_\_\_\_
- 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

**\* 88. What grades are in your high schools?**

- Ninth
- Tenth
- Eleventh
- Twelfth
- Other (my grades are different from the ones listed above)

**89. If your district has a different configuration for how grades are grouped, please explain here.**

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\* 90. How many students in your district are in high school? (enter a number)

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\* 91. On average, how many certified music educators do you have delivering instruction in your high schools? (please enter the total number of certified music educators working at all of your elementary schools combined)

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\* 92. 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 checked="" 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"/>

\* 93. How many high school buildings are in your district? (enter a number)

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\* 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)

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\* 95. Do you conduct music-specific fundraising in the high school?

- Yes
- No
- Don't know

\* 96. What percentage of your 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 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.

**\* 98. Over the course of a school year, what percentage of students in your high schools are enrolled in a music class?**

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

**\* 99. How often does the typical high school music class meet?**

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

\* 100. How long is a typical high school music class (during the school day)?

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

SAMPLE

**\* 101. Approximately what percentage of high school Title 1 students participate in your music programs?**

- 0-20%
- 21-40%
- 41-60%
- 51-80%
- 81-100%
- Don't know

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

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

**\* 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
- Mariachi
- Music Career Exploration
- Piano/Keyboard
- String Orchestra
- Popular Music

- Recording/Music Technology
- Sound Engineering
- Theory
- AP Theory
- Other (please specify): \_\_\_\_\_

**\* 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

\* 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. If you do not use non-traditional or non-Western music forms, please type "N/A" in the text box below.**

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

- All
- Most
- Some
- A few
- None

SAMPLE

**\* 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 and/or 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

SAMPLE

\* 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/context)
- Creating Music - Planning & Making (i.e., selecting and developing music ideas)
- Creating Music - Evaluating and 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 Personal 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

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

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

**\* 119. Over the course of an academic year, to what extent is music from a variety of cultures explored in the high school music curriculum?**

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

**\* 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

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 100-200 words 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.):**

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

- Yes
- No
- I don't know

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

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

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**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 100-200 words or fewer.)

SAMPLE



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

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**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)**

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

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

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**133. Do you have access to resources that outline the many career opportunities in the music industry beyond the stage and classroom?**

- Yes
- No
- N/A

**133a. If yes, do you share this information with your students and/or school counselors?**

- Yes
- No
- N/A

**If no, the NAMM Foundation has resources available free of charge at <https://www.nammfoundation.org/careers-in-music>**

**134. Where did you hear about this application (check all that apply)?**

- Participated in Previous application
- NAMM Foundation Website
- Local Newspaper
- Conference
- Music Service/Music Products Retailer
- National Newspaper or Magazine
- Received Email
- Social Media
- Word of Mouth
- Other (please specify): \_\_\_\_\_



**You're almost done! Click "Next" to complete your Application Verification!**

**\* 135. I certify that I have the authority to complete this application on behalf of my district.**

Yes

No

**\* 136. I certify that the information provided here is, to the best of my knowledge, complete and accurate.**

Yes

No

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

**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 APPLICATION" (upper right hand corner) and return to the application at a later time if you need to gather more information. Just remember to complete the application from the same computer.**

**If you have any technical questions about the application, please contact our WolfBrown team at [anusha@wolfbrown.com](mailto:anusha@wolfbrown.com). If you have questions about the content of this application, please contact [info@nammfoundation.org](mailto:info@nammfoundation.org). Questions will be answered as soon as possible.**