1. Did your state MEA maintain a balanced budget with positive cash balance this year?


**NO:** IND – IL – IA - MN

2. What percent of your total operating funds come from sources outside regular dues collection?

0-5% 0 5-10% -MN 10-25% - WY - IA 25-50% - MT - CA

50% or more
(IL: only 9% comes from dues) – OR - WA

3. What percentage of your total income comes from your annual state meeting or convention?

**DID NOT ANSWER:** ME

10% or less: GA – UT – WY – IND - IA
10-25 %: KY – MT – NY – PA – OH – IL (34%)
50% or more: AL – ARK – OK - MD - OR

4. Do you have a privacy protected members only section on your website?

**Yes:** KY – ME (wb/running soon) – PA - IND - OH - OR


5. Would you characterize your website’s importance for member communication as:

unimportant

**low importance:** MT – NB – UT - WY
6. Do you have any of the following policies in place to protect members’ contact information?

**DID NOT ANSWER:** CT – ME - MT – NM – OK - WY

- Require third-party mailhouses
- Require one-time use contract: AL – IL - MN
- Require member permission to use names: ARK- PA - OR
- Limit e-mail or fax contact distribution: KS – KY- NB – NY – MD – IL – CA – OR - MN

*Other (please specify):*
- UT: we do not supply this info at all
- MD: no student names on web
- IND: we don’t sell or give out the list
- WA: we do not give out except to associate members

7. What does your state MEA do to raise non-dues revenue to support the state organization? Check all that apply:


**Festival sponsorship/Concerts** : KY - OK - PA – UT – IND – OH – IL – CA - MN


**Recordings** : GA - KS – NB – NM – UT - MD


**Special Projects/Fund-raisers** : IND - MN

**Business Partnerships** : NB – UT – MD – OH - WA

**Adjudication** : NY – PA – MD (but for no fee; the money comes from the medal sales) - OH
Photos: KS – NB – OK – IND

Membership Calendar: NB

Internet: MD - IND

Publications: ARK – IND – IL - WA

Mailing list rental: ALB - NY – PA – IL – CA – IA - MN

Website Job listings & Links sales: CA

Other, please list: GRANTS (KS – MD - IL)

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8. MENC frequently works with state leadership on federal and state issues, often asking states to have officers or members write members of Congress. Do officers and members in your state cooperate and participate in these kinds of activities when requested?

Yes

SOME: ME – UT

OTHER: MN: We work primarily at the state and local level. I've never seen a request to contact fed. Legislators or agencies!

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9. Has your state made any attempt to include retired members in MEA activities, especially in the areas of recruitment and retention of new teachers?

Yes

No: CT – OK – WY - CA

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10. Please list any specific ways your state MEA works with retired members:

ALABAMA: AMEA sends letter to newly retired teachers asking them to retain MENC membership, give reduced rate, etc.

ARK: Conference Registration Waived; Mentoring Luncheon

INDIANA: retired member chair on board; sessions at convention

ILLINOIS: Sessions at all state; assist exhibitors; serve as mentors
IOWA: Conference

KS: Retired chair on board; retired members banquet at conference; free conference registration, retired members column in state journal, mailings, notebooks with single page (with photo) on each retired member - displayed at conference

MD: Actively recruit them for events during school days like district festivals

ME: Free conference registration

MN: Retiree column. Involvement with clinic, fundraising (not in teacher retention; there has not been interest in this area)

NB: mentoring programs

NM: mentoring program

OHIO: Mentorship programs; public relations at other state conferences

OREGON: Retired newsletter. Conference discounts

UTAH: Mentors

WASHINGTON: Fundraising for student events; directory calling (retired members call schools to find out who are the teachers to add to MEA directory)

11. What specific efforts has your state MEA made to address recruitment or retention of teachers? Check all that apply:

NONE


On-line or email mentoring: ARK – KY – ME – UT - IL


Other mentoring: GA – OK - UT

**Summer Prof. Development Opportunities**: GA – PA – OH – IL – MN


**Award programs**: GA – KY – NB – MD

**Scholarships**: GA – NB – PA – OH – IA

**Other (please specify)**: CT (exhibits) – CA (hand written notes to members whose membership has expired) – MN (Looking at potential mentoring programs)

12. MENC has occasionally used lists from State Departments of Education for recruitment purposes. Would your state MEA approach your State Department of Education to generate a list of all music teachers in your state, so the MENC National office could send a special recruitment mailing?

**Yes**

AL – ARK – CT – KS – KY (ask for downloaded info)
  a. MT – NB (this is already available on line) – NM – NY: NYSSMA has the most complete data, more complete than our state dept. of education – OK – UT: school addresses only – WY: already use it for new teachers – MD: if available – IND: the list already exists on the DOE website [www.doe.state.in.us](http://www.doe.state.in.us); k – 12 school data; ME (but why not MENC do it directly?) – GA: our DOE does not maintain such a list –; KY – OH – IL – CA – IA – OR

**No**

PA (they don’t give us names, just titles); WA

**Other**: MN: The state dept of education list is typically very old and incomplete at times. Our state MEA gathers this info and the Perpich Center for Arts Education (part of DOE) purchases OUR list since they view it as most comprehensive.

13. How important is it to have the MENC Resource Shop attend your state convention?


**Not very important**: GA

**Not important at all**: PA
**Why?**


**To allow members to purchase resources without paying shipping:** ARK – CT – KS – ME – NM – OK – UT – IND – OH – IL – CA – IA – MN

**COMMENT:** Most teachers not aware of the resources, esp. elementary (UTAH)

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14. **Is your State MEA Conference held:**
   - On weekdays: ARK – ME – MT – WY
   - On a weekend: OR
   - On combined weekdays and weekend and/or holiday

14a. **Why do you choose this schedule**

ARK: held on weekdays to coincide with other teacher meetings

CA: History – it works!

CT: allows more opportunity for elementary teachers to attend when we hold it on weekdays and weekend/holiday

GA: it has always been done that way

IA: in connection with all- state festival

IL: tradition

IND: held weekdays and weekends, due to space availability; Thurs.eve, Friday, Saturday

KS: Tradition - fits in state activities schedule

KY: tradition - availability of reasonable rates for hotels
MD: weekdays/weekends: in conjunction with All State, students miss only one day of school

ME: weekdays, it works with all state

MT: weekdays, during state teachers convention; same time - different site

NEB: weekday/weekend: we are locked into our dates - just about the only weekend available for school calendar and facilities

NY: weekday/weekend, in order to limit number of school days

OH: ability of members to attend

OK: weekday/weekend: TRADITION!

OR: tradition, and availability of facilities

UTAH: weekday/weekend: our teachers cannot get off school more than one day - and Sundays are a no-no!

WA: Fri, Sat, Sun, M (President’s Day) – to minimize school missed

WY: weekdays, to avoid conflicts with athletic activities for students

15. Please indicate if your state’s All State Festival is held
during the state conference
separately, at a different time
AL – ARK – GA – UT - MD

Note from MD: 5 groups with the conference – jazz as part of a state (MMEA) jazz conference – 2 junior groups together at a different time (space issues)

Other: BOTH! (MN) – We have a week long camp summer and also play during clinic.

16. Funding for school music programs continues to be a hot issue in many parts of the country. What are the three top hot issues or trends in your state?

BY TOPIC:

(tested/assessed subjects are the ones being funded)


ADVOCACY/Program cuts: ARK – CT – IL – IN – ME – OH – OK – CA

*Membership: ARK
*School Calendar: GA
*Festivals: KS
*Class Scheduling/Block: IN – MD – KS – KY – WA
*Rural issues: NB
*Leadership programs for members: NY
*No middle school music: NY, IND
*Class Size: UT
*Insurance: UT
*Standards/curriculum: OH – NB
*Vouchers/tuition tax credits: UT
*Assessment: OH – PA
* Gates Grants (small school approach): WA

BY STATE:

**AL:**
1. highly qualified requirements, NCLB
2. lack of state funding - jobs and program cuts
3. teacher recruitment/not enough music ed grads

**ARK:**
2. Teacher recruitment/certification more difficult.
3. Adequate funding for programs

**CA:** budget; lay offs; program cuts; teacher retention (leaving the profession)

**CT:** funding; program cuts/staff reduction; NCLB

**GA:**
1. diversity of local school calendars is making scheduling of events increasingly problematic
2. legislation to increase time on task for middle grades student in "core" subjects is decreasing time available for music instruction
3. teacher recruitment and retention

**ILLINOIS:**
1. Many districts in deficit spending (arts viewed as “frill” and therefore cut to balance budget)
2. Illinois Alliance for Arts Education disbanded but efforts being made to revitalize
3. New relationship with Illinois Arts Alliance
**INDIANA:**
1. Elimination of elementary and middle school programs
2. Classroom teacher teaching general music
3. One music teacher for all elementary schools in that corporation - they "bounce" from one school to the next on music class days

**KS:**
1. funding
2. festival rules/relationship with KSDE (Dept. of Edn) and KSHSAA (Activities Assn)
3. scheduling of music classes during the school day (block, daily, etc.)

**KY:**
1. loss of programs/budgetary
2. block scheduling with resultant loss of student participation

**MD:**
1. emphasis on reading and math
2. block scheduling in middle schools that drastically reduces arts instruction time (A-B-C rotation)

**ME:**
1. advocacy
2. loss of quality teachers - poor pay - excess pressure
3. too much testing

**MN:**
As a non-educator I don’t believe that I am qualified to answer. I’ll check with our Board.

**MT:**
1. schools vs. state funding lawsuit just started on unequal funding (impact unknown)

**NEB:**
1. Teacher shortage - esp in rural areas
2. ramifications of music being left out of our state’s core curriculum
3. Ramifications of “NCLB” esp. in light of lack of music standards in the state

**NM:**
1. Having enough well-trained music educators to fill vacant positions
2. maintain funding for music programs to deliver a high level of instruction to our students
3. develop a leadership program of some sort for our membership

**NY:**
1. music education programs at the middle school level
2. high property taxes and defeated school budgets

**OHIO:**
1. student achievement "bridging the achievement gap" on state tests
2. implementation of NCLB
4. School finance is a critical issue. Significant implications for maintaining music programs, particularly comprehensive programs.
5. Promoting advocacy for music/arts education through collaborative partnerships, especially among all arts related disciplines.

OK:
1. music programs being chopped
2. teachers: many have to pay their own substitute when taking days off for conference

PA:
1. assessment
2. NCLB
3. teacher retention

UTAH:
1. vouchers for private school/tuition tax credits
2. class size (how it is "calculated" is ridiculous!)
3. insurance benefit

WA:
1. No Subject Left Behind: tested/assessed subjects are the ones being funded
2. Gates Grants (small school approach)
3. Scheduling (4 period day)

WY:
1. attracting teachers to Wyoming in music
2. retaining music teachers - programs
3. general funding

17. The Federal No Child Left Behind Law (NCLB) has created challenges in many states. What are the key problems facing music education in your state that you can trace to the implementation of the law?

BY TOPIC:

Teacher issues: shortages/qualifications/lack of highly qualified/leavers due to NCLB requirements for teachers: AL – ARK – GA – NM –

Scheduling: ARK

Funding: ARK – GA – IND (lack of money from NCLB) – KY – NB

At risk student access under NCLB: GA

Image of music as non-essential to curriculum/not tested, not taught: IND – IL – NB – OH - WA

State level learning results in conflict w/ NCLB: ME

*Standards: NM – OH
*Teacher Prep to include music: OH
*Music for ALL students per NCLB; a challenge to provide to all: OH -
*Equity in funding in disparate districts – OH
*Music teachers having to teach reading and math in part of music class time: PA
*Remedial classes for low performing kids/kids have to “give up” music to take remedial: UT – WY
*Electives: fewer kids taking electives like music, effects high school music programs: WY
  * Arts get lip service ONLY in NCLB; Arts need to work together; eating electives up; more imposition of NCLB subjects: WA

BY STATE

AL:
1. teachers leaving profession early due to highly qualified requirements

ARK:
1. scheduling
2. funding
3. teacher shortage

CT did not answer

GA:
1. funding and staffing is being diverted away from music education
2. access to music instruction is being restricted for at risk students
3. time spent on testing is time taken from instruction

ILLINOIS:
1. Cut backs in arts courses in favor of additional math/science
2. Ignoring the arts…(not tested = not taught)

INDIANA:
1. Lack of funding for NCLB. Burden placed on states.
2. Emphasis on standardized test scores to mark improvement efforts. Creates situations in which administrators feel a need to alter time spent teaching reading, math and science by reducing time spent in music and other classes at all levels.
3. Most administrators see music as a non-essential component to their curriculum rather than a course of study that can add tremendously to their learning environment.

KS:
testing - effect on time for music instruction
KY:
1. sufficient money to support the law
2. reduction of music course offerings to support the law

ME:
1. conflict with our own learning results
2. too much pressure on teachers to teach to test, taking time away from music and other arts

MN:
As a non-educator I’m not sure I can answer this question. I will ask for feedback from the Board.

MT:
1. time on task puts question out on role of music (presently music holds importance some fear in cutting music time for "test prep"

NEB:
1. Music is not in our core curriculum at this time. As a result, music education is being ignored by state dept of ed. officials, local administrators, and others involved with NCLB. We are in danger of becoming an "after thought" in our school systems.
2. Finances are being diminished as a result of concern #1

NM:
1. getting teachers qualified for NCLB
2. helping teachers address and meet the standards

NY: NO answer

OHIO:
1. guaranteeing the continuation (not-cutting) of music programs in efforts to emphasize the teaching of tested core subjects (e.g. math, ELA)
2. the consistent, comprehensive inclusion of Ohio’s Fine Arts Academic Content Standards
3. Music into the teacher preparation programs throughout Ohio
4. Increased focus (including increased testing) in core areas tends to cause school administrators to give priority to those areas, to the detriment of areas like the arts
5. Both NCLB and standards based education place emphasis on ALL students. The challenge of providing music instruction for ALL students is significant.
6. There is great inequity (principally financial) between school districts in urban, suburban and rural areas of our state so that music programs vary significantly in their scope and quality; therefore it becomes a great challenge to implement comprehensive music programs based on "no child being left behind"

PA:
1. Program cuts
2. teachers having to teach reading and mathc for part of music period

UTAH:
1. remedial classes for low performing students - they have to “give up” electives in order to take
WA:
1. schools imposing more NCLB subjects and eating electives
2. arts get lip service ONLY in NCLB
3. arts need to work together

WY:
1. students are able to take fewer electives - effects high school programs
2. in elementary, remediation takes precedence over pullout instrumental music

18. Please tell us what you believe to be the three most important reasons your members have joined MENC/State MEA. Or, list the three most important features of membership which you think your members value.

BY TOPIC


Advocacy: ARK – MD – NB – NM – CA (legislative support)

Professional support/feeling of connectedness to other professionals/professional image/duty/ sense of belonging: ARK – GA – MD – NM – WY – NY – MN

Networking with other professionals: GA – MT – PA – UT – WY – MN

*Leadership development: ARK
*Professional Development/CEU credits: CT – IN – OH – OK – PA – MN
*Membership because MENC includes ALL areas and all levels (band, etc. pre K – adult) – IL
*Communications/state publications: KS – KY – NY – OH – WY
*MENC resources/magazines/publications, MEJ/ TM: ME – MT – NB – OH – WY – WA
*MENC is the preferred organization to join: ME – NM (NMMEA and MENC working for members; strength in numbers)
*Student Activities: WY
* ASCAP/BMI performance rights: CA

BY STATE

AL:
1. participation in district/state festivals and all state
   (* for most, this is the only reason for membership)
2. attendance at state conference

ARK:
1. advocacy
2. professional support
3. leadership development

CA:
1. legislative support
2. Participation in events – festivals, honor groups, etc.
3. ASCAP/BMI performance rights

CT:
1. HS and MS teachers: for their students to participate in region and all state
2. conference attendance
3. continuing education units via CMEA sponsored workshops, clinics and conferences

GA:
1. access to our events and programs
2. ability to network with other music educators
3. feeling of professional responsibility

ILLINOIS:
1. Inclusion of all disciplines (band, chorus, orch, gen. Music, etc) and at all levels (early childhood – adult)
2. Quality conferences - especially All State (professional development)
3. Quality festival experiences for students

INDIANA:
1. Convention
2. All-State Groups/Honor Groups
3. Professional Development

KS:
1. state conference/district conferences
2. all-state and district honors ensembles
3. communication/publication

KY:
1. festival participation - solo and ensemble, large group, marching band
2. conference
3. magazine

MD:
1. state in -service conferences
2. personal involvement
3. advocacy

ME:
1. MENC is our preferred organization
2. some HS teachers join so they can have students in All Eastern ensembles
3. MEJ and Teaching Music

MN:
1. Professional Development Opportunities
2. Students can attend camp, festival, etc.

**MT:**
1. convention
2. network
3. MENC resource journals, etc.

**NEB:**
1. Programs and conferences (all state, music at capitol program, etc)
2. a unified professional voice for music ed (advocacy)
3. professional publications and teaching aides

**NM:**
1. We require membership in order to have their participation and their student participate in All State
2. a certain percentage join because it is the correct thing to do. Belonging to a professional organization IS important.
3. MENC/NMMEA work for them - strength in numbers!

**NY:**
1. state membership is viewed as desireable and a sign of professionalism.
2. conference attendance requires membership
3. NYSSMA members receive more direct information

**OHIO:**
1. national and local information found in the MEJ and Triad
2. conferences and professional development opportunities (e.g. addressing issues, networking)
3. sense of belonging to a group (both state and national) focused on issues of music education
4. ability to attend state/national music education professional conferences
5. publications (both state and national)
6. participation in adjudicated events program in Ohio

**OK:**
1. students involved All State
2. clinic sessions
3. professional development

**PA:**
1. Continuing education (state)
2. Festival participation (state)
3. networking opportunities

**UTAH:**
1. our state conference
2. networking and mentoring
WA:
1. All State
2. Convention
3. Publications

WY:
1. networking - "connectedness"
2. journal, information, expertise
3. student activities

19. Is there other helpful information you think MENC should know?

NEBRASKA:

The more MENC can be visible on a state level, the better it is for our membership levels. We try to emphasize everything MENC does for our teachers, but the state MEA is perceived as being more relevant than the national organizations. Visibility - whether it be the Resource shop or a visit by a national or divisional official - is extremely important and much appreciated.

NM:

Continue to support us in any way possible. Having the president and/or SW President join us at our All State is very important to us and our members.

Continue to inform our members what you are doing for us. We still have a significant percentage of members who question what MENC does for them.

WA:

Members feel disconnected – especially in NW, frequently hear resentment that disproportionate money goes to MENC when greatest member services come from the state.