



# **National Association for Music Education Biennial Report**

**Initiatives and Accomplishments, 2022-2024**

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# National Association *for* Music Education

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2022-2023 Report

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# INTRODUCTION

This report highlights the ways the National Association for Music Education (NAfME) strove to support music educators and advance music education during the 2022-2023 school year. With the support of our members and the dedication of our committed volunteer leadership, our accomplishments were many, and they include:

- A new strategic plan to guide our association through the coming years
- A state-of-the-art online learning center with free professional development for members
- A landmark document, *A Blueprint for Strengthening the Music Teacher Profession*, from our Music Teacher Profession Initiative
- A first-of-its-kind report on Divisive Concepts Laws and Music Education
- New partnerships with like-minded organizations to advocate for robust funding for music education and programs to strengthen teaching recruitment and retention
- A return to in-person advocacy with our 2023 Hill Day

- Connected Arts Networks (CAN) Department of Education-funded grant (2022-2026) through which NAfME and our partner arts education organizations are developing teacher professional learning communities across the United States
- Development of a new NAfME website to launch summer 2023 with resources and information to serve the music education community
- Steady growth in membership numbers as we emerged from the pandemic

These and other achievements stemming from our strategic directives are illustrated on the following pages. These initiatives were undertaken in support of the efforts made by individual educators, schools, communities, and state music education associations to deliver music education to students across the United States and beyond.

NAfME is grateful for this opportunity to share our story and enduring commitment to ensuring a bright, inclusive future for music education aligned with the goals in the 2022 NAfME Strategic Plan.

# NAfME STRATEGIC PLAN 2022



“As we examine the history of our Association, the overarching theme of ensuring that every child in every school in the United States and beyond has access and opportunity to learn and grow through music has always been present. Support for music educators whose expertise, dedication, and passion actualize this important work has also been a priority. Additionally, ‘music for every child’ has been a perennial refrain that has had many iterations over the decades. The new strategic plan continues to amplify this same message by deeply examining the barriers and root causes that hinder our work towards seeking to make this goal a reality. It also provides directions and pathways to achieve the overarching purpose of increasing NAfME’s capacity to advocate for equitable access to music education for every child.

“The new plan also continues the evolution of our Association’s identity and shapes how we will accomplish our goals in the years to come. In addition to providing conventional goals and action plans, this plan serves as a conceptual framework that addresses many questions currently challenging our Association. As educational reform and political discourse continue to impact nearly every aspect of the music education profession, questions such as Who Are We?, Why Do We Exist?, and Why Belong? needed to be addressed. After two years of conversation, soul searching, and introspection, as well as sharing the strategic planning process with our entire membership, this plan answers those questions. Built from the ground up, the plan also embraces a strong sense of belonging and provides ways for everyone to see themselves as an important part of NAfME’s work.”

## Mission

NAfME is a collaborative community that supports music educators and advocates for equitable access to music education.

## Vision

NAfME is an association where all people are heard, seen, and feel they belong throughout their lifelong experiences in music.

–Scott R. Sheehan, President, National Association for Music Education (2022-2024), *A Roadmap to the Future of NAfME* (Conceptual Framework for the 2022 NAfME Strategic Plan)

View the Strategic Plan at [nafme.org/about/strategic-plan/](https://nafme.org/about/strategic-plan/)

# A COLLABORATIVE COMMUNITY SUPPORTING MUSIC EDUCATORS

Founded in 1907 and representing nearly 57,000 members teaching millions of students, NAFME advances the music education profession and promotes lifelong experiences in music. NAFME is a broad-based association that has a large membership, a comprehensive network of regional divisions and federated State Music Education Associations (MEAs) nationwide, and robust programming in the areas of public policy/advocacy, professional learning/conferences, student/collegiate programs, publications, and grant programs. Notably, NAFME's membership has been growing steadily and reached near pre-pandemic levels this fiscal year.

- 42,692 active members
- 4,263 retired members
- 10,016 future music educators at colleges and universities
- 56,971 total members (8% increase over previous year)
- 1,975 Tri-M<sup>®</sup> Music Honor Society chapters
  - 75,000 Tri-M Music Honor Society members (estimate)
- 64 corporate members
- National Executive Board representing six NAFME divisions and two Equity Committee members
- Professional Learning and Partnerships Committee and Equity Committee
- Society for Music Teacher Education (SMTE) and Society for Research in Music Education (SRME)
- National leadership councils for band, orchestra, choral, jazz, composition, general music, guitar, Innovations, music program leaders, NAFME Collegiate, Tri-M<sup>®</sup> Music Honor Society, state editors, and state executives
- State Music Education Associations (MEAs), NAFME's dynamic network of affiliates across the United States
- 2023 NAFME National Leadership Assembly bringing together NAFME's national and state leadership for our first in-person Capitol Hill Day since 2019
- 21,105 customer service tickets created in the 2022-2023 fiscal year; 21,208 answered/closed (includes some tickets pending from previous fiscal year)
- 2,501,796 pageviews of nafme.org
- Social media:
  - Facebook: 71.5K followers
  - Twitter: 35.8K followers
  - Instagram: 12.2K followers
  - LinkedIn Page: 21.3K followers
  - LinkedIn Group: 23.7K followers
  - Vimeo: 12.7K views
  - Pinterest: 6.4K followers and 273.4K monthly views

# EQUITY IN MUSIC EDUCATION

The heart of the work of the National Association for Music Education is to advance music education by promoting the understanding and making of music by all. In the 2015 reauthorization of the Elementary and Secondary Education Act, also known as the Every Student Succeeds Act (ESSA), music is enumerated as a part of students' well-rounded education. As such, equity must remain a cornerstone from which decisions are made, plans are developed, and programs are designed to ensure accessibility to all students at the local, state, and national levels.

NAfME is committed to defining, developing, and promoting resources and frameworks that expand equitable access to music education. This equity work will not only support diverse curricula, repertoire, and musical opportunities but will also provide a lens through which to examine policies, procedures, and practices.

## Highlights

- The continued development of a strong Equity Committee with two members serving on the NAfME National Executive Board
- A steady and in-depth focus on diversity, equity, inclusion, and access (DEIA) through our research, publications, conference presentations and poster sessions, webinars and town halls, and policy development
- Equity in Music Education is the keystone of the 2022 Strategic Plan, embedded throughout the plan, inseparable from the three cornerstones: Advocacy & Public Policy, Professional Learning & Growth, and Research & Music Teacher Education
- *A Blueprint for Strengthening the Music Teacher Profession* – a landmark publication from the NAfME Music Teacher Profession Initiative Task Force aiming to widen the path to the profession by cultivating and strengthening more inclusive and equitable processes in recruiting, teaching, and nurturing a thriving music teacher workforce representative of their students and communities
- *NAfME Divisive Concepts Laws and Music Education Report* on laws that seek to restrict teaching, professional learning, and student learning in K–12 schools and higher education regarding race, gender, sexuality, and U.S. history
- Small Schools Initiative to identify key issues and effective strategies for networking, community building, professional learning, advocacy, and resource development to support music educators in small schools throughout the United States, primarily but not exclusively serving in rural contexts
- Participation in the U.S Department of Education Connected Arts Networks grant program to support teachers in the areas of social emotional learning, DEIA, standards-based teacher leadership, and professional learning communities

## Advocacy & Public Policy

To ensure equitable access to music education, there must be work at the local, state, and national levels to champion the value and importance that music holds in the lives of all people. Advocacy and public policy efforts create an awareness of the importance of music education and communicate the urgency to support music teaching and learning at all levels.

Advocacy is a shared responsibility of all people within the music education ecosystem, which may include educators, administrators, parents, students, communities, artists, researchers, legislators, supporters, etc. Effective advocacy efforts uplift, empower, and amplify the work of the individual and the group. A central component of this cornerstone is to increase the capacity for grassroots advocacy by utilizing resources such as research, data, effective strategies, and advocacy frameworks.

Building support for coalitions, partnerships, and policy allows our collective voices to be heard and transforms music education from a profession to a movement. Equally important to this movement are the contributions of individuals in their own spaces. Through our passionate and strategic advocacy efforts, the position and relevance of music in society is strengthened.



NAfME leaders and Collegiate members visit Capitol Hill, June 2023. Photo © Ashlee Wilcox Photography, LLC.

## Highlights

- 38<sup>th</sup> annual Music In Our Schools Month® (MIOSM®) in March
  - 31 National Education Partner Organizations endorsed the MIOSM resolution at NAFME's request
  - The following states also secured proclamations or resolutions in support of MIOSM: AL, DC, NC, PA, SC, TN, VA, WI, WV, MD, SD, MO, NY, GA, KS, NH, CO, RH, DE
  - Notable Endorsements: National PTA, National Education Association, The Recording Academy, and The American Federation of Teachers
  - NAFME, in collaboration with the NAMM Foundation, the Educational Theatre Association, the National Dance Education Organization, and the National Art Education Association, conducted an informal survey in 2022 to collect data about the use of federal funds to support music and the arts (dance, theatre, and visual arts) during the 2021–22 school year. The survey results were released during MIOSM 2023 in two briefs: one targeted to music and arts education advocates and the other to federal policymakers.
- NAFME endorsed a number of federal bills to strengthen the music teaching profession, including proposals to further compensate teachers in high-needs schools, increase support for teacher preparation programs, encourage our youngest learners to enter the teaching profession, promote mental health for educators, and increase teacher salaries and other financial benefits.
- June 2023 Hill Day
  - 200+ attendees representing nearly every state, the European Music Education Association, and the Music Education Policy Roundtable held more than 160 meetings with members of Congress and staff members. In addition to state music education association (MEA) leaders, this year NAFME collegiate members from across the country participated in Hill Day advocacy, sharing their stories and highlighting the impact of music education on their lives and in their communities.
- The NAFME Music Education Advocate podcast on grassroots advocacy efforts with more than 1,000 plays
- Active collaboration with national music and arts organizations, including the National Coalition for Arts Standards, the Arts Education Partnership, NAMM, *SBO+ Magazine*, diverse research projects, and the NAFME Advocacy Leadership Force, to support state-level advocacy initiatives
- Music Education Policy Roundtable, a NAFME-led coalition of music organizations, trade associations, and businesses advocating for vital funding for music education and programs to strengthen teaching recruitment and retention, created a shared legislative agenda for FY 2024 with 40 organizations endorsing the document

# CORNERSTONE: RESEARCH AND MUSIC TEACHER EDUCATION



## Research & Music Teacher Education

This cornerstone addresses NAFME's ongoing commitment to the development of new knowledge and the preparation of music educators. The goals were designed to address pressing issues impacting the field as well as teacher preparation and development. NAFME seeks to support research projects that inform areas such as policy, learning, equity, and advocacy in music education. This work can be further propelled by the creation of strategic partnerships in the creation or dissemination of research. NAFME, SRME, and SMTE serve to support and advocate for the creation and dissemination of high-quality research. The cornerstone also addresses the need to develop strategies that contribute to creating a more diverse music education workforce.

### Highlights

- 2022 Biennial NAFME Music Research and Teacher Education Conference in National Harbor, Maryland, featuring 182 posters and 158 sessions
- 136 research articles/columns in *Music Educators Journal*, *Journal of General Music Education*, *Journal of Research in Music Education*, *Update: Applications of Research in Music Education*, *Journal of Music Teacher Education*
- Dozens of surveys distributed to music educators on behalf of members conducting music education research
- The prestigious Senior Researcher Award bestowed upon Marie McCarthy, Professor of Music Education at the University of Michigan

A graphic consisting of two concentric circles. The inner circle is a medium blue color and contains the text 'Professional Learning & Growth' in white, bold, sans-serif font. The outer circle is a darker blue color and is partially obscured by a light gray shadow effect.

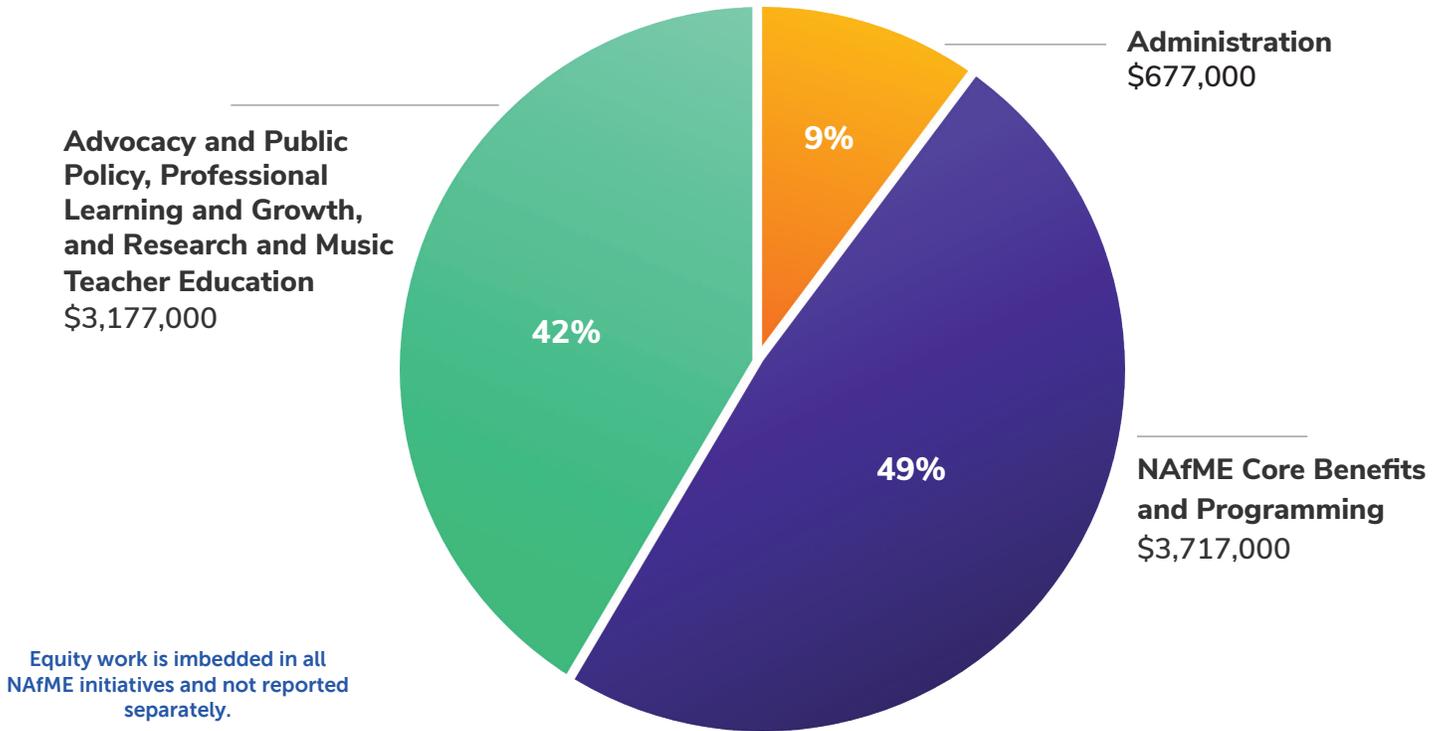
## Professional Learning & Growth

In conjunction with the keystone of Equity, the goals of the Professional Learning and Growth Cornerstone are designed to refine and strengthen our profession. As a community of practice, this will be accomplished through the intentional development and delivery of relevant and responsive professional development opportunities for music educators. Placing priority on utilizing new understandings of effective practices while taking advantage of new technologies, these goals will move NAFME members in the direction of vital collaboration, understanding, and research discovery. Included in this plan is a thorough examination of current usage of the National Core Arts Standards for Music to develop a collaborative, updated framework.

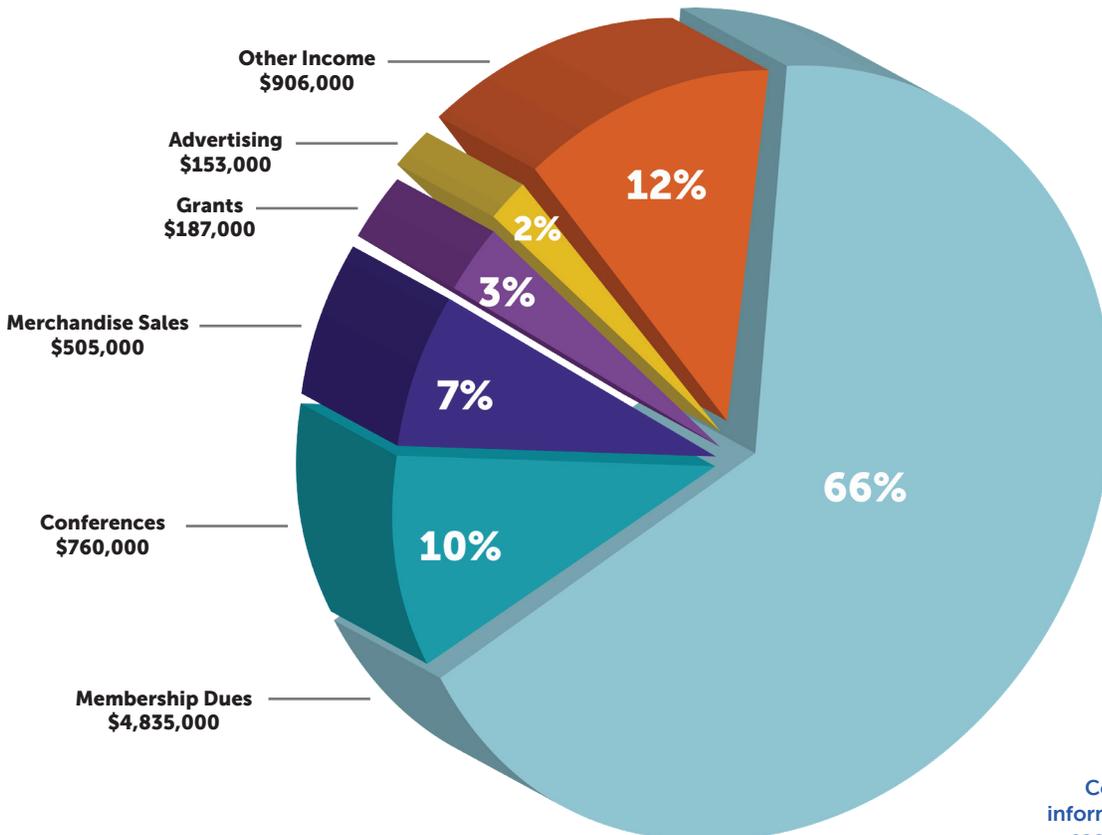
### Highlights

- NAFME launched a new online Learning Center to support the ongoing professional learning needs of music educators. The NAFME Learning Center houses our live webinars, special mini-conferences and summer packages, as well as the NAFME Academy featuring 150+ recorded webinars that are free to members (no longer requiring an additional subscription fee).
- *Teaching Music*, a practitioner-oriented membership magazine, was published quarterly and mailed to all members in addition to digital distribution.
- 444,502 downloads of articles in the five NAFME peer-reviewed journals: *Music Educators Journal (MEJ)*, *Journal of Research in Music Education (JRME)*, *Journal of General Music Education (JGME)*, *Journal of Music Teacher Education (JMTE)*, *Update: Applications of Research in Music Education*
- The 2022 NAFME National Conference drew 1,147 attendees and included 90 PreK-12 sessions, a Collegiate Pre-Conference Event, and Forums for Music Program Leaders and Emerging Leaders.
- 2023 NAFME Northwest Division and Eastern Division in-service conferences were hosted by NAFME division leadership.
- Diverse webinar and town hall offerings throughout the year (5,000+ attendees)
- 72 member-written articles published on the NAFME Blog
- The NAFME Council of Music Program Leaders, a key group at the front lines of systems change in PreK-12 districts throughout the country, presented quarterly virtual colloquia and an in-person forum at the 2022 NAFME National Conference.

# TOTAL EXPENDITURES FY 2022-2023: \$7,571,000



# TOTAL REVENUE FY 2022-2023: \$7,346,000



Complete audited financial information is posted at [nafme.org](http://nafme.org) each year as soon as available.

## NAfME National Executive Board 2022-2023

### SCOTT SHEEHAN

National President (2022-2024)

### DEB CONFREDO

National President-Elect (2022-2024)

### MACKIE SPRADLEY

National Immediate Past President (2022-2024)

### SUE BARRE

Eastern Division President (2021-2023)

### RICHARD TENGOWSKI

North Central Division President (2022-2024)

### TOM MULLER

Northwest Division President (2021-2023)

### JAMES DAUGHERTY

Southern Division President (2022-2024)

### ANNE DAWSON

Southwestern Division President (2021-2023)

### SCOTT HEDGECOCK

Western Division President (2022-2024)

### MICHAEL BROWNELL

Eastern Division President-Elect (2021-2023)

### KIM BRUGUIER

North Central Division President-Elect (2022-2024)

### DUSTY MOLYNEAUX

Northwest Division President-Elect (2021-2023)

### SUSAN SMITH

Southern Division President-Elect (2022-2024)

## NAfME Senior Staff

### CHRISTOPHER B.L. WOODSIDE

Executive Director

### CHAUDLIER M. MOORE

Chief Financial and Administrative Officer

### MARTHA GABEL

Southwestern Division President-Elect (2021-2023)

### MICHAEL STONE

Western Division President-Elect (2022-2024)

### KEITH HODGSON

Eastern Division Immediate Past President (2021-2023)

### KAREN SALVADOR

North Central Division Immediate Past President (2022-2024)

### SCOTT BARNES

Northwest Division Immediate Past President (2021-2023)

### SONJA WILLIAMS

Southern Division Immediate Past President (2022-2024)

### MICHAEL RAIBER

Southwestern Division Immediate Past President (2021-2023)

### RENEE SHANE-BOYD

Western Division Immediate Past President (2022-2024)

### LENORA HELM HAMMONDS

National Executive Board Member (2022-2024)

### ALICE HAMMEL

National Executive Board Member (2022-2024)

### KIM HENRY

Chief of Staff and Governance Relations



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# National Association *for* Music Education

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2023-2024 Report

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# INTRODUCTION

This report highlights activities and initiatives the National Association for Music Education undertook to support music educators and advance music education during the 2023-2024 school year. With the support of our members, and the dedication of our committed volunteer leadership, our accomplishments were many, including these highlights:

- The formation of the Arts Education Alliance, a new partnership between NAFME, the Educational Theatre Association, the National Art Education Association, the National Dance Education Organization, and the National Association for Media Arts Education to amplify the value of arts education through joint advocacy work.
- The launch of our new, state-of-the-art website with resources and information to serve the music education community.
- The National Coalition for Arts Standards (NCAS), of which NAFME is a member, received a grant from the National Endowment for the Arts to begin a gap analysis of the music standards through the lens of culturally responsive teaching and student-centered instruction.
- The formation of the Music Teacher Profession Advisory Committee (MTPAC) to further the

mitigation objectives laid out in 2023's *A Blueprint for Strengthening the Music Teacher Profession*.

- A quantitative follow up study to the 2023 *Divisive Concepts Laws and Music Education Report*.
- Membership growth, particularly in the area of Collegiate membership.

These and other achievements stemming from our strategic directives are illustrated on the following pages. These initiatives were undertaken in support of the efforts made by individual educators, schools, communities, and state music education associations to deliver music education to students across the United States and beyond.

NAfME is pleased to share our efforts and accomplishments and reaffirm our commitment to ensuring a strong, inclusive future for music education aligned with the goals in the 2022 NAFME Strategic Plan.

# NAfME STRATEGIC PLAN 2022



## Mission

NAfME is a collaborative community that supports music educators and advocates for equitable access to music education.

## Vision

NAfME is an association where all people are heard, seen, and feel they belong throughout their lifelong experiences in music.

## Belief Statement

Music is unique to the human experience and is essential to our humanity.

- Music communicates and connects people across all time and cultures.
- Music unlocks human creative expression and is a lens to the experiences and interpretations of the world.
- Music is basic to human wholeness through our emotions, intellect, and physical and spiritual well-being.

*View the Strategic Plan at [nafme.org/about/strategic-plan/](https://nafme.org/about/strategic-plan/)*

# A COLLABORATIVE COMMUNITY SUPPORTING MUSIC EDUCATORS

Founded in 1907 and representing more than 58,000 members teaching millions of students, NAFME advances the music education profession and promotes lifelong experiences in music. NAFME is a broad-based association that has a large membership, a comprehensive network of regional divisions and federated State Music Education Associations (MEAs) nationwide, and robust programming in the areas of public policy/advocacy, professional learning/conferences, student/collegiate programs, publications, and more.

- 43,876 active members
- 4,242 retired members
- 10,166 future music educators at colleges and universities
- 58,284 total members (2% increase over previous year)
- 1,945 Tri-M<sup>®</sup> Music Honor Society chapters
  - 77,800 Tri-M Music Honor Society members (estimate)
- 55 corporate members
- National Executive Board representing six NAFME divisions and two Equity Committee members
- Professional Learning and Partnerships Committee and Equity Committee
- Society for Music Teacher Education (SMTE) and Society for Research in Music Education (SRME)
- National leadership councils for band, orchestra, choral, jazz, composition, general music, guitar, Innovations, music program leaders, NAFME Collegiate, Tri-M<sup>®</sup> Music Honor Society, state editors, and state executives
- State Music Education Associations (MEAs), NAFME's dynamic network of affiliates across the U.S.
- 2024 NAFME National Leadership Assembly convening NAFME's national and state leadership
- 21,718 customer service tickets created in the 2023-2024 fiscal year; 21,680 answered/closed *(includes some tickets pending from previous fiscal year – does not include support requests made directly to the advocacy, governance, student programs, or professional development staff.)*
- 2,138,812 pageviews of nafme.org
- Social media:
  - Facebook: 72K followers
  - Instagram: 13.7K followers
  - LinkedIn Page: 23K followers
  - LinkedIn Group: 25.2K followers
  - Vimeo: 9.9K views
  - Pinterest: 6.54K followers, 207.6K monthly views
  - Collegiate Facebook: 6K followers
  - Collegiate Instagram: 2K followers
- NAFME leadership and staff participated in numerous events hosted by fellow arts organizations, including the Midwest Clinic International Band and Orchestra Conference, the NAMM Show, Music Will's Modern Band Summit, and the American String Teachers Association annual conference, providing advocacy training, exhibits, and a program leaders forum.

# EQUITY IN MUSIC EDUCATION

The heart of the work of the National Association for Music Education is to advance music education by promoting the understanding and making of music by all. In the 2015 reauthorization of the Elementary and Secondary Education Act, also known as the Every Student Succeeds Act (ESSA), music is enumerated as a part of students' well-rounded education. As such, equity must remain a cornerstone from which decisions are made, plans are developed, and programs are designed to ensure accessibility to all students at the local, state, and national levels.

NAfME is committed to defining, developing, and promoting resources and frameworks that expand equitable access to music education. This equity work will not only support diverse curricula, repertoire, and musical opportunities but will also provide a lens through which to examine policies, procedures, and practices.

## Highlights

- The continued development of a strong Equity Committee with two members serving on the NAfME National Executive Board
- Joint meetings between the Equity Committee and the Equity Leadership Institute, a group open to all NAfME leadership, especially those individuals leading state music education associations.
- Development of an online Equity Resource Center to launch in Fall 2024
- Investigation into collecting membership demographics starting in the 2024-2025 school year
- Music Teacher Profession Advisory Committee (MTPAC): the purpose of this new committee is to serve in furtherance of the mitigation objectives laid out in 2023's *A Blueprint for Strengthening the Music Teacher Profession* and in furtherance of the mission, vision, belief, and goals of the NAfME Strategic Plan.
- A continuous focus on diversity, equity, inclusion, and access (DEIA) through our research, publications, conference presentations and poster sessions, webinars and town halls, and policy development
- Connected Arts Network (CAN) project: NAfME is part of a large, diverse national network of 484 Teacher Participants taking part in multi-year Professional Learning Communities (PLCs) in music, dance, theater, and visual and media arts, now in its third year. NAfME's PLCs include 100 PreK-12 music teachers and 15 PreK-12 "Teacher Leaders." Project partners are the National Dance Education Organization, the Educational Theatre Association, and the National Art Education Association as well as New York City Department of Education's Office of Arts and Special Projects.
- Quantitative Follow-Up Study to the 2023 *NAfME Divisive Concepts Laws and Music Education Report* on laws that seek to restrict teaching, professional learning, and student learning in K-12 schools and higher education regarding race, gender, sexuality, and U.S. history
- Continued focus on the specific needs of educators in small schools



## Advocacy & Public Policy

To ensure equitable access to music education, there must be work at the local, state, and national levels to champion the value and importance that music holds in the lives of all people. Advocacy and public policy efforts create an awareness of the importance of music education and communicate the urgency to support music teaching and learning at all levels.

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Building support for coalitions, partnerships, and policy allows our collective voices to be heard and transforms music education from a profession to a movement. Equally important to this movement are the contributions of individuals in their own spaces. Through our passionate and strategic advocacy efforts, the position and relevance of music in society is strengthened.

### Highlights

- **State Level Advocacy Support:** NAFME Advocacy and Public Policy staff directly supported more than a dozen states with strategic planning for music education advocacy at the state level. In addition, seven states utilized the Voter Voice platform to connect members to their state-level legislators. These campaigns generated more than 3,000 messages.
- **Legislative Action:** NAFME and its partner organizations worked with members of Congress to introduce new legislation this year that would provide professional learning opportunities for arts educators to better support students with disabilities and to increase access to the arts and arts education at historically black colleges and universities and other minority-serving institutions.
- **Arts Education Alliance:** NAFME, the Educational Theatre Association, the National Art Education Association, the National Dance Education Organization, and the National Association for Media Arts Education announced a new partnership to amplify the value of arts education through joint advocacy work. NAFME will lead the associations in building a shared federal legislative agenda on arts education and lobby congressional staff and U.S. Department of Education officials to achieve that agenda.
- **TeachMusic:** NAFME joined other leading music education organizations in the TeachMusic Coalition to launch TeachMusic.org, a groundbreaking online resource for music enthusiasts (students, parents, counselors, teachers, and anyone passionate about the world of music education) and educators.

# CORNERSTONE: ADVOCACY AND PUBLIC POLICY

- **The Advocacy Leadership Initiative (ALI)** saw advocacy leaders from 26 states join 15 Music Education Policy Roundtable members in training focused on actionable strategies for federal, state, and local advocacy. This in-person convening was made possible in part by grants from the CMA Foundation and the Music Man Foundation.
- **Advocacy Special Events**
  - NAFME collaborated with the CMA Foundation to host an event on Capitol Hill in Support of Music In Our Schools Month in March, featuring video remarks from Rep. Nydia Velazquez (NY-07); a panel discussion with three Music Teachers of Excellence and president of the University of Maryland NAFME chapter; and remarks from NAFME President Scott Sheehan, Executive Director Chris Woodside, and CMA Foundation Executive Director Tiffany Kerns. The event was livestreamed on the NAFME Facebook page.
  - NAFME President-Elect (2024-2026) Cecil Adderley participated in a congressional briefing hosted by Congresswoman Shontel Brown (OH) in June to celebrate Black Music Month. The panel discussion focused on the history and importance of Black music in America and to recognize a new resolution (H. Res. 1279) introduced by the Congresswoman.
- **NAfME Advocacy Leadership Force:** The NAFME “ALF” met monthly to share state-level legislation, documentation, and presentations. This year’s meetings, which continue to increase in participation, serve as vital platforms for discussing state-level advocacy and exchanging ideas.
- **Music In Our Schools Month:** The 39<sup>th</sup> anniversary of Music In Our Schools Month was celebrated during the month of March 2024. Notable highlights include: the MIOSM hill briefing done in collaboration with Rep. Nydia Velazquez and the CMA Foundation, 16 MIOSM resolutions/proclamations introduced (including a federal resolution in the house), a 322% increase in submissions for MIOSM participation certificates, and a 53% increase in MIOSM webpage views (total of 19,420 views).



NAfME leaders and Collegiate members visit Capitol Hill, June 2024. Photo © Ashlee Wilcox Photography, LLC.

# CORNERSTONE: RESEARCH AND MUSIC TEACHER EDUCATION



## Research & Music Teacher Education

This cornerstone addresses NAFME's ongoing commitment to the development of new knowledge and the preparation of music educators. The goals were designed to address pressing issues impacting the field as well as teacher preparation and development. NAFME seeks to support research projects that inform areas such as policy, learning, equity, and advocacy in music education. This work can be further propelled by the creation of strategic partnerships in the creation or dissemination of research. NAFME, SRME, and SMTE serve to support and advocate for the creation and dissemination of high-quality research. The cornerstone also addresses the need to develop strategies that contribute to creating a more diverse music education workforce.

### Highlights

- 146 research articles/columns in *Music Educators Journal*, *Journal of General Music Education*, *Journal of Research in Music Education*, *Update: Applications of Research in Music Education*, *Journal of Music Teacher Education*
- The 2023 Society for Music Teacher Education (SMTE) Symposium took place October 12–14, 2023, at the University of Utah in Salt Lake City, drawing 300 attendees. The theme was “Elevating a Culture of Belonging.”
- Dozens of surveys reviewed by the Society for Research in Music Education were distributed to music educators on behalf of members conducting music education research
- Calls for proposals/posters and other preparations for the 2024 Biennial NAFME Music Research and Teacher Education Conference to be held in September 2024 in Atlanta, Georgia

A graphic consisting of two concentric circles. The inner circle is a medium blue color and contains the text "Professional Learning & Growth" in white, bold, sans-serif font. The outer circle is a lighter blue color and is surrounded by a grey shadow effect.

## Professional Learning & Growth

In conjunction with the keystone of Equity, the goals of the Professional Learning and Growth Cornerstone are designed to refine and strengthen our profession. As a community of practice, this will be accomplished through the intentional development and delivery of relevant and responsive professional development opportunities for music educators. Placing priority on utilizing new understandings of effective practices while taking advantage of new technologies, these goals will move NAFME members in the direction of vital collaboration, understanding, and research discovery. Included in this plan is a thorough examination of current usage of the National Core Arts Standards for Music to develop a collaborative, updated framework.

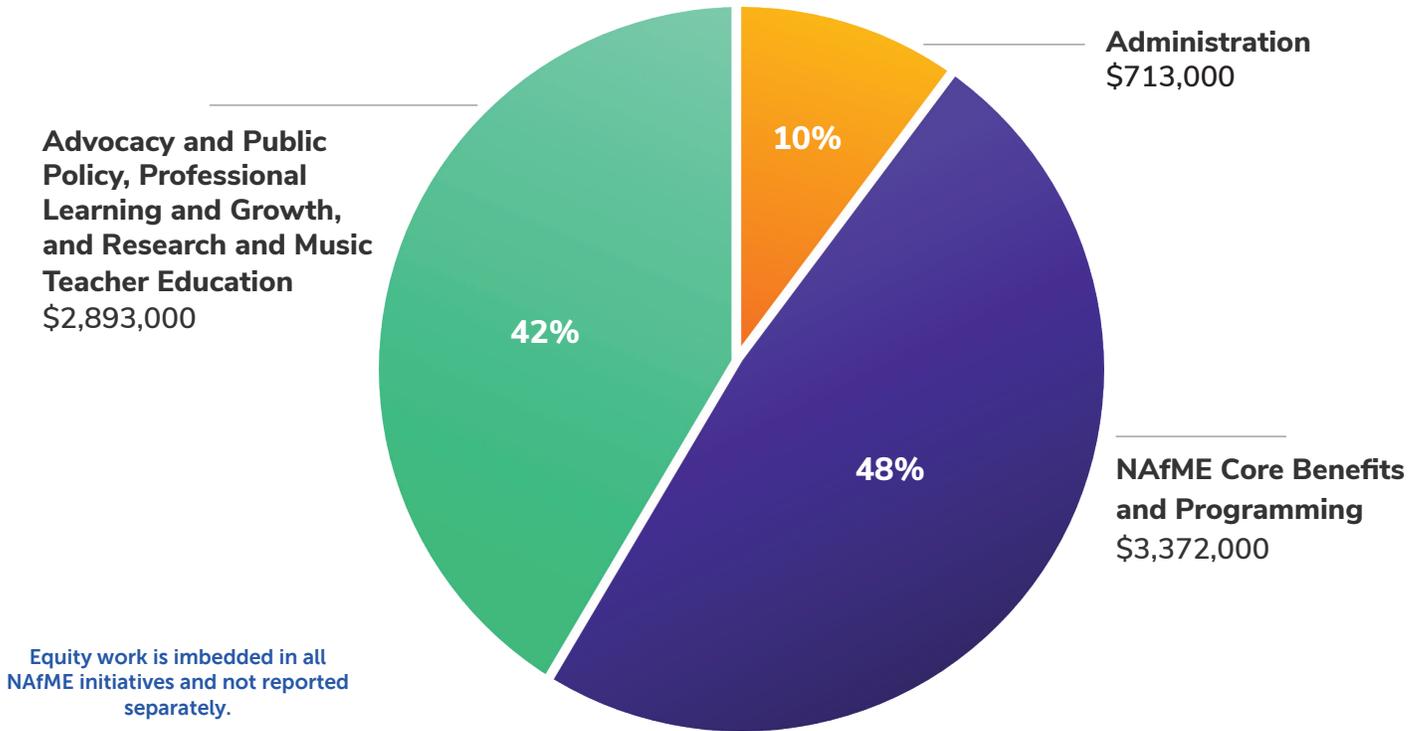
### Highlights

- NAFME is a member of the National Coalition for Arts Standards (NCAS), which received a grant from the National Endowment for the Arts in 2023 to begin a gap analysis of the National Arts Standards through the lens of culturally responsive teaching and student-centered instruction. In phase I of the project, a panel of expert advisors representing diverse heritages and communities performed a rigorous gap analysis to assess the standards for cultural sensitivity and inclusion and began drafting a guidance document for standards creation and use. In the next phase, a cohort of teachers and teaching artists representing the five arts areas will choose a frequently taught standards-based lesson from their own practice to revise and pilot, using the guidance created by the panel of experts.
- *Teaching Music*, NAFME's practitioner-oriented membership magazine, was published quarterly and mailed to all members in addition to digital distribution.
- 470,951 downloads of articles in the five NAFME peer-reviewed journals: *Music Educators Journal (MEJ)*, *Journal of Research in Music Education (JRME)*, *Journal of General Music Education*

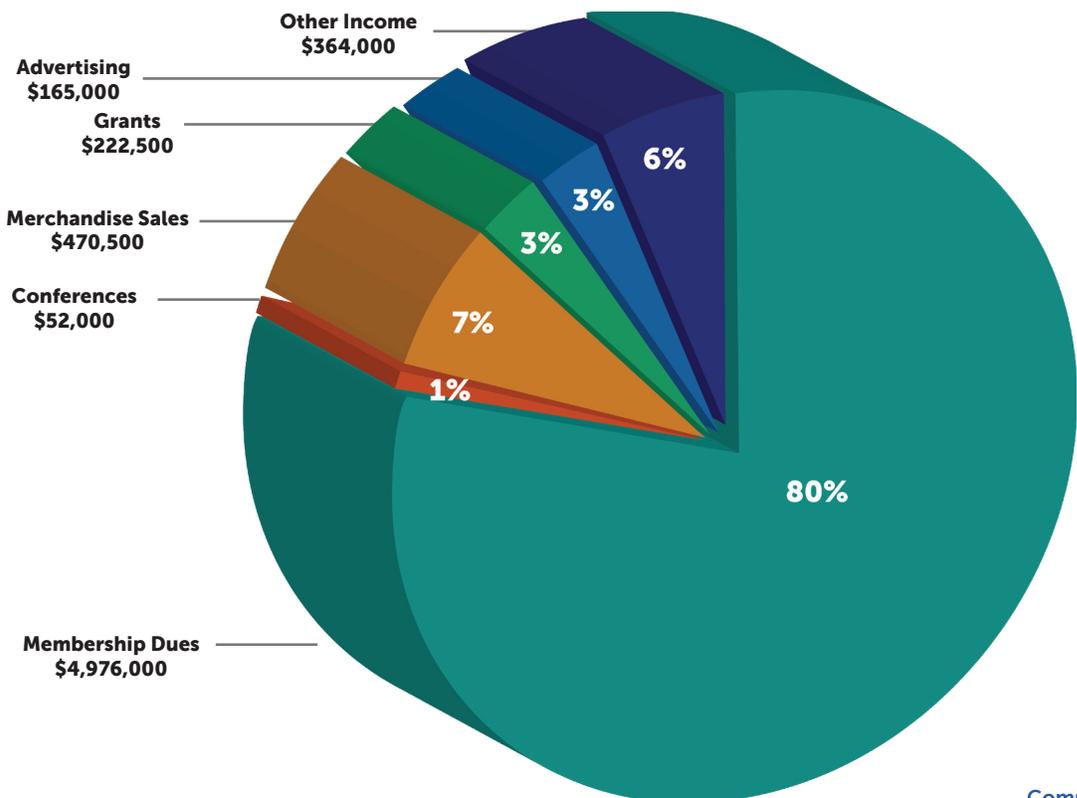
(*JGME*), *Journal of Music Teacher Education (JMTE)*, and *Update: Applications of Research in Music Education*

- Overseen by NAFME's Professional Learning and Partnerships Committee, 62 webinars were added the NAFME Academy, mostly from live events (some recorded only), involving 6,833 registrants, with 2,252 attending live. These events included programs developed by NAFME councils and societies, submissions from two webinar calls for proposals, webinars developed from selected outstanding state music education association presentations, and town halls from NAFME's Small Schools and Artificial Intelligence task forces. The NAFME Academy is free to members (no additional subscription fee).
- 63 member-written articles published on the NAFME Blog
- The NAFME Council of Music Program Leaders, a key group at the front lines of systems change in PreK-12 districts throughout the country, presented quarterly virtual colloquia and an in-person forum at the 2024 NAMM Show.

# TOTAL EXPENDITURES FY 2023-2024: \$6,978,000



# TOTAL REVENUE FY 2023-2024: \$6,250,000



Complete audited financial information is posted at [nafme.org](http://nafme.org) each year as soon as available.

## NAfME National Executive Board 2023-2024

### SCOTT SHEEHAN

National President (2022-2024)

### DEB CONFREDO

National President-Elect (2022-2024)

### MACKIE SPRADLEY

National Immediate Past President (2022-2024)

### MICHAEL BROWNELL

Eastern Division President (2023-2025)

### RICHARD TENGOWSKI

North Central Division President (2022-2024)

### DUSTY MOLYNEAUX

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### SCOTT HEDGECOCK

Western Division President (2022-2024)

### DAVID BROWN

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### KIM BRUGUIER

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### JOE DYVIG

Northwest Division President-Elect (2023-2025)

### SUSAN SMITH

Southern Division President-Elect (2022-2024)

## NAfME Senior Staff

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Executive Director

### CHAUDLIER M. MOORE

Chief Financial and Administrative Officer

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Southwestern Division President-Elect (2023-2025)

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Western Division President-Elect (2022-2024)

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Eastern Division Immediate Past President (2023-2025)

### KAREN SALVADOR

North Central Division Immediate Past President (2022-2024)

### TOM MULLER

Northwest Division Immediate Past President (2021-2023)

### SONJA WILLIAMS

Southern Division Immediate Past President (2022-2024)

### ANNE DAWSON

Southwestern Division Immediate Past President (2021-2023)

### RENEE SHANE-BOYD

Western Division Immediate Past President (2022-2024)

### LENORA HELM HAMMONDS

National Executive Board Member (2022-2024)

### ALICE HAMMEL

National Executive Board Member (2022-2024)

### KIM HENRY

Chief of Staff and Governance Relations