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## NYSSMA Survey Responses Summary

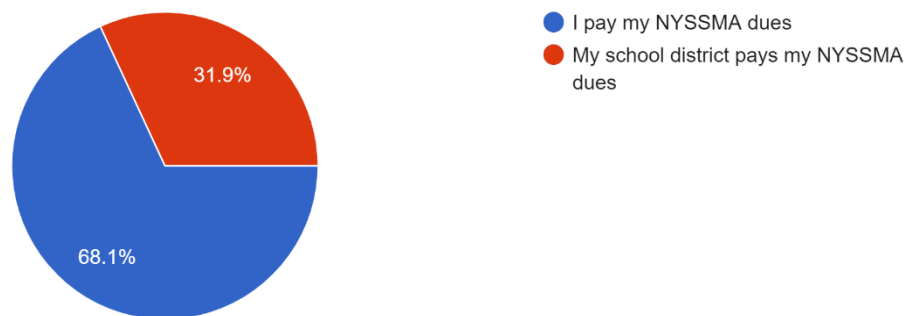
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By the Numbers: Overall participation: 310 Responses

- ✓ 42% Elementary
- ✓ 62% Secondary
- ✓ 43% Vocal
- ✓ 60% Instrumental
- ✓ 46% General Music

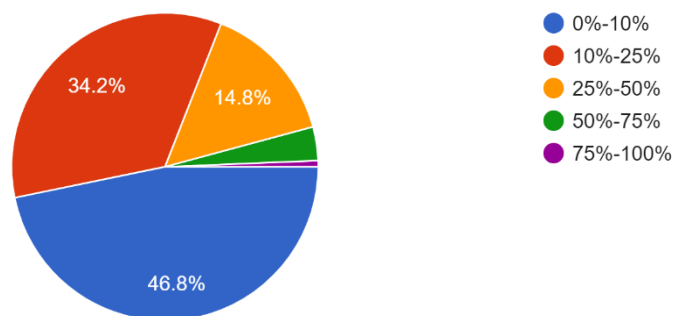
Do you pay your NYSSMA dues, or are they covered by your school district?

310 responses



What percentage of your students participate in the NYSSMA Solo Festival?

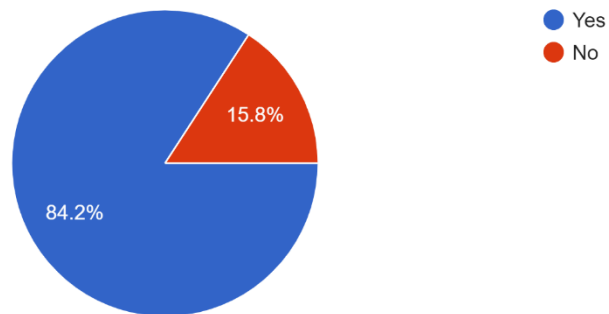
310 responses



Why

Are you a member of NYSSMA?

310 responses

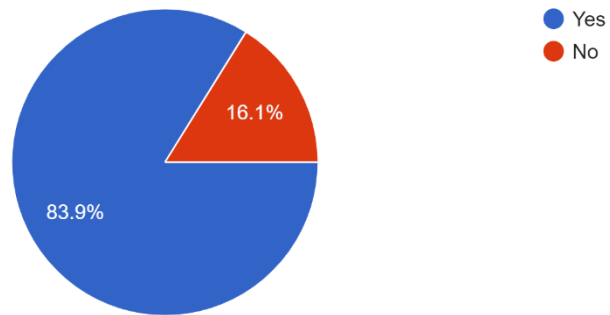


**Why do your students not participate in NYSSMA?**

- ✓ Limited or no access to private lessons 47%
- ✓ Mental Health Reasons (i.e. anxiety) 45%
- ✓ Music Selection in the Manual 36%
- ✓ Access to adequate preparation 35%
- ✓ Deterred by previous experience 28%
- ✓ Affordability 24%
- ✓ Issues with travel 18%

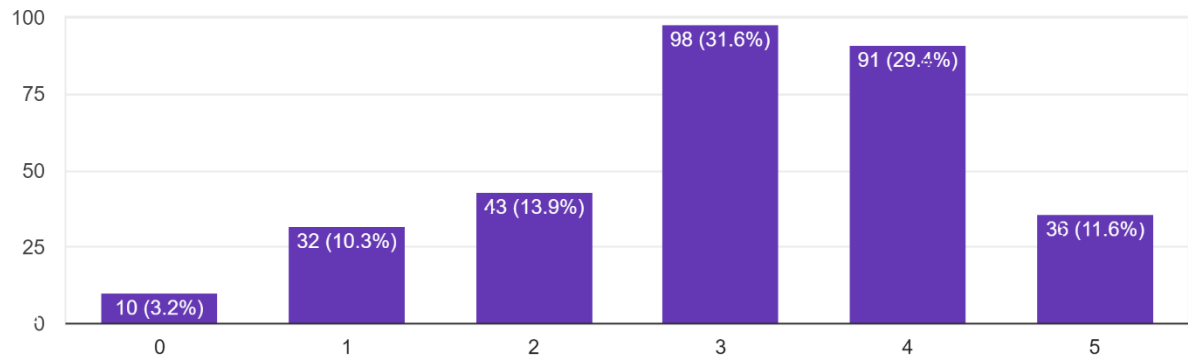
Do you encourage your students to participate in the NYSSMA Solo and/or Ensemble Festival?

310 responses



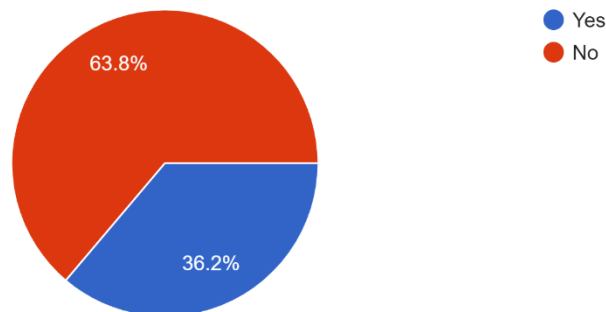
NYSSMA meets my professional development needs.

310 responses



As a NYSSMA member, did you go to Winter Conference?

304 responses



**One goal of the NYSSMA BEDR Committee is to create a collegial environment where all teachers and students feel they belong. In the space below, please consider sharing your ideas on how to attain this goal.**

I am a huge fan of what NYSSMA does for our music programs across the state. The opportunities and advocacy for programs are seen and felt.

I think that it starts with the Zones. The Zones need to be more welcoming

**I believe this starts with hearing the voices of all the members of the community and then ensuring that there is equal representation for these voices.** I think this is crucial when it comes to creating space for all of us and all of our students and making decisions that reflect the value and importance of creating opportunities, especially for those students who do not always feel that their music education is valued and important and the teachers who are working to change that.

I would love to see more diversity in the NYSSMA leadership. Can we make a bigger push to get people to run for positions who have not previously done so?

For all teachers and students to feel like they belong, they need to see themselves represented in all aspects of NYSSMA. The NYSSMA manual is overwhelmingly white and male, and focuses on performing in a Western European style, on Western European instruments. Modern music styles like hip-hop, rap, and music based in technology aren't celebrated or included as part of the ensemble curriculum, which largely is the only music class offered in secondary school. The competitions, therefore, prestige, often only laud a particular type of music making and performance, excluding teachers and students who do not thrive on that type of music participation.

Different formats for NYSSMA festivals. Virtual, live, non-graded, etc. Students are no longer one size fits all. Charge less money for things and create engaging "in-classroom" opportunities for teachers/students.

I would be for a middle level NYSSMA concept that went outside of the realm of performing. Perhaps All-State musicians traveling to local schools in their area performing their solos to demonstrate the amount of work they have put in and it is paying off in the end.

Continue to provide a welcoming environment, teacher community rooms, knowledgeable and friendly adjudicators

I think it would be helpful to revise the manual to include historically underrepresented composers.

As you have already begun, diversification of the repertoire in the manual, to be more culturally relevant, would be an excellent start.

At times, it can feel like NYSSMA is a great resource for those who can afford it. Conferences for teachers who make more money than I do in a small rural district, private lessons for students, etc. I'm glad Junior High Area All state is coming back, but my students from a rural community can not compete. What can NYSSMA do for our poor communities? Thank you for compiling resources (free) online. That was huge and much appreciated.

Reach out to urban educators who have felt left out our entire teaching careers...We seem to exist in a completely different world from suburban schools.

Examining protocols and policies through new lenses and with many voices, specifically those you haven't heard from before. Directly involving students, parents, and teachers who actually live and work in the underrepresented communities.

Diversity and inclusion need to go beyond invitations to participate. Our students need to feel they belong, are accepted and on a level playing field are key. Having people speak out about these issues from people from all types of settings (suburban, rural and city) will hopefully go a long way towards bridging the gaps.

Creating spaces where teachers can freely share their experiences and questions without negative comments from others, updating the manual to include more relevant pieces to students, working with composers/arrangers to create pieces that are musically appropriate for specific NYSSMA levels, but are culturally relevant to today's society (i.e. songs on the radio, film/video game/TV scores, songs they are familiar with (especially for instrumental students).

Being more vocal on behalf of students/districts whose musical experiences are limited or non-existent would be a wonderful start. Teachers in these districts are advocating alone and could use more community partnerships to help with their advocacy. Letters/statements to bring the inequities to the attention of BOEs, high level admins, parents, and communities that come from more than just the teachers within those districts would go a long way.

Validating all types of music making yes, we should recognize talented performers, the top honors ensembles, and now we are recognizing composers. I think making sure to boost support for general music, and modern band, because those may not be the groups that get as much recognition.