

# National Report on Parent & Booster Organizations



PRODUCED BY:



IN COLLABORATION WITH:



The National Association of Music Parents is pleased to release the very first study of its kind on performing arts programs' parent/booster activity within U.S. schools.

AMP partnered with MTD Research, the leader in school music and performing arts data, to create an 11-question survey guided by Dr. Tim Lautzenheiser, music education expert and AMP board member; and Scott McCormick, founder of AMP.

This project pulls together never-before-been-collected data in the hopes of informing music educators, parents, their communities, and the music profession as to the similarities and differences between music programs nationwide. From this we'll identify and share true best practices for the benefit of every program and STUDENT in the country.

### What you will find:

- On page 3: **Demographic information** on the groups that participated, including their locations and what kinds and sizes of schools they represent.
- On pages 4-5: **Details on what booster organizations exist** in each school, the level of parent participation, the structure of the booster organization, and to which organization(s) the teachers were most closely associated.
- On pages 6-7: **Financial information:** a breakdown of the total music organization budget including income and expenses, household income, school size and ensembles offered.

If you are one of the over 3100 who completed this survey, we thank you immensely for your participation. Once we dug into the data, we learned more than we had ever imagined! There is significantly more data than could possibly fit in this overview booklet. To share more, we've created an online web portal for you to explore the data by region, by size of school, and more. Please visit: [www.something.com](http://www.something.com) to experience the interactive thingy

We need your feedback and responses as we begin to craft the next version of this national study. What did you find useful? What are you still curious about? Send your comments and ask questions at [info@something.org](mailto:info@something.org).

AMP and MTD have already begun to design the next survey for the fall of 2013. Click here to fill out a request form today. (simple call to action response form on AMP site) And THANK YOU for helping to strengthen music education in America!

**Scott McCormick**  
President of AMP

**Mike Danforth**  
President, MTD Research

**Tim Lautzenheiser**  
AMP Board Member

## Survey Respondents

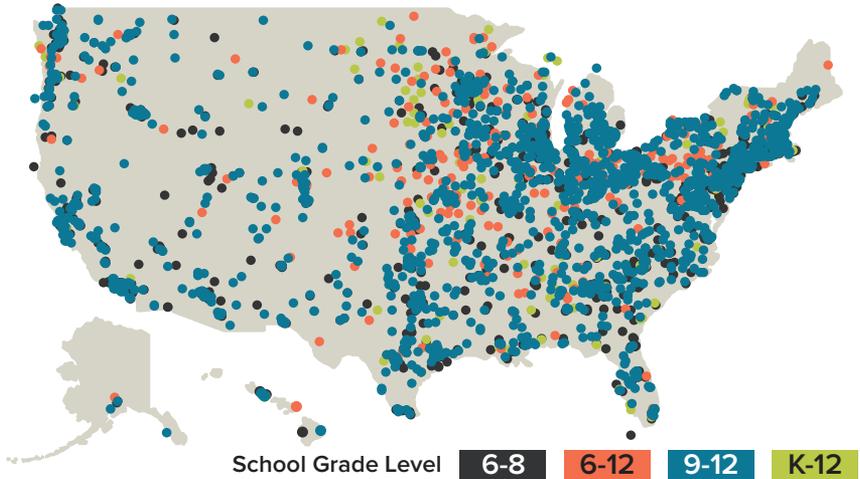
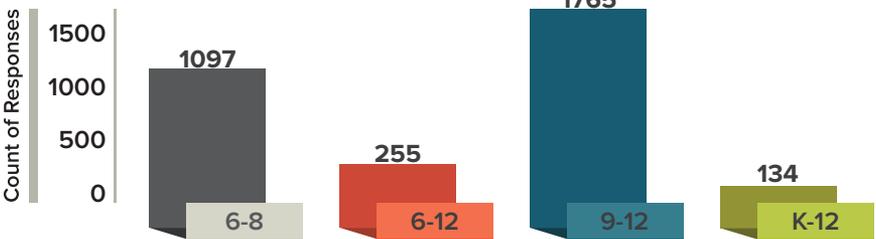


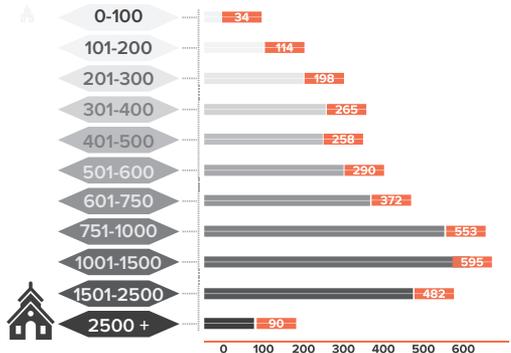
Image 1 above represents the total geographic mapping of all 3,200+ respondents to this survey. The color codes represent the various school grade ranges of each respondent school. As you can see, the majority of respondents were high schools with grades 9-12, and the minority were schools with K-12 populations.

## School Grade Level



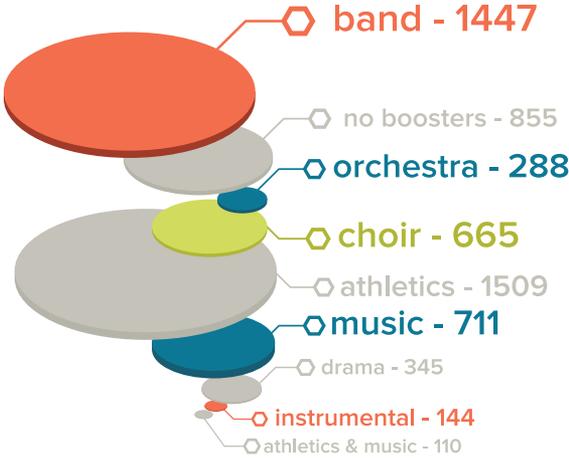
## School Size

Image 2 above shows the number of respondents within each subset of school grade levels. Image 3 at right gives a breakdown of respondents by school student populations. The number at the right of each bar is the total number of responses in each school size.



# Booster Activity

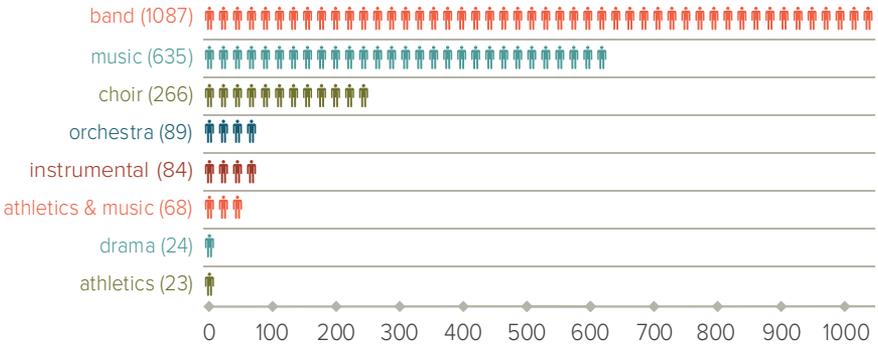
## What Booster Organizations Exist in Respondent Schools?



The graph at left shows the various booster organizations that exist in the 3,200+ schools that responded. The largest booster groups were Band and Athletics, each in nearly half the schools. 855 responses indicated No Booster Organization; the majority of these schools were 6-8 middle schools.

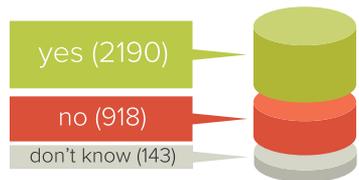
## Teacher Involvement With Booster Organizations

Teachers who responded to this survey were asked which booster organization they were most actively involved with.



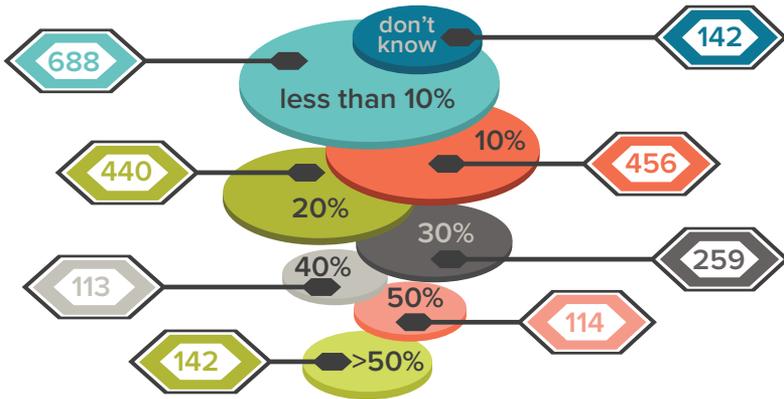
## Is There an Active PTA/PTO at Your School?

In the graph at right, you will see that over 2/3 of responses indicate that in addition to booster organizations, there were also active Parent Teacher Associations or Organizations.

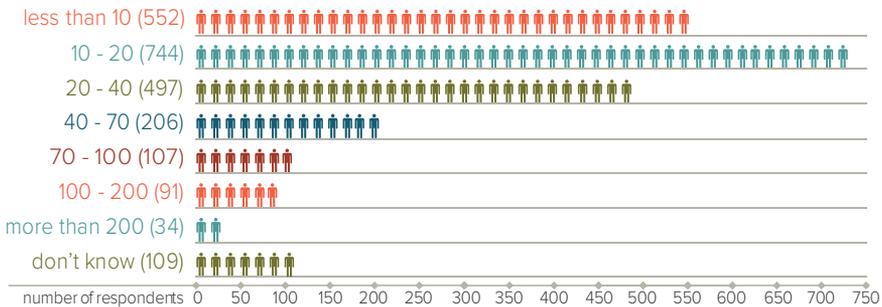


## Parental Involvement in Booster Organizations

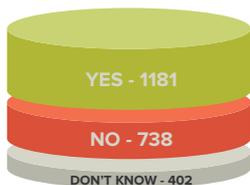
Teachers who responded to this survey were asked about parental participation. In the booster organization in which the teacher is most involved, what percentage of parent organization members were actively involved? The second graph indicates actual numbers of parents involved.



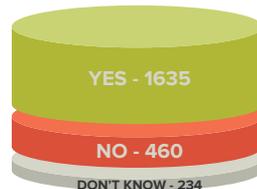
## How Many Parents are Active in Your Organization?



## Is Your Booster Organization a Separate Non Profit or 501c3?

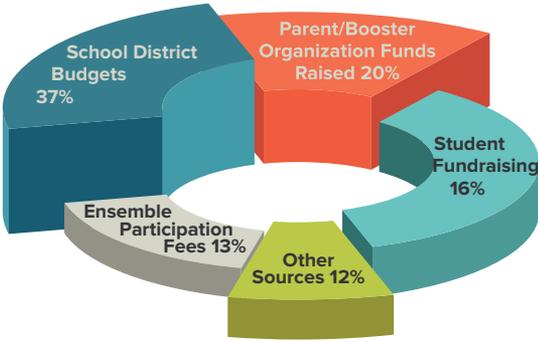


## Does your Booster Program Have Formal Bylaws?



# Financial Information

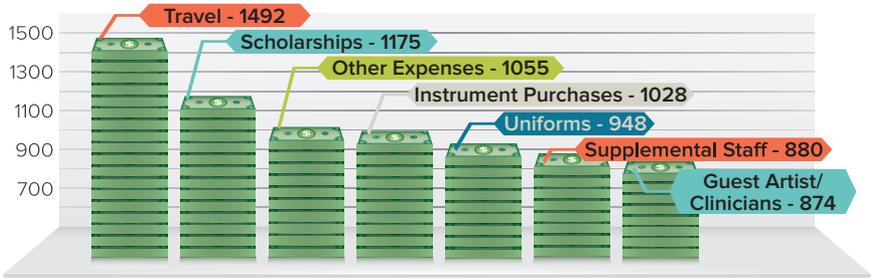
## Breakdown of Where Budgets Came From



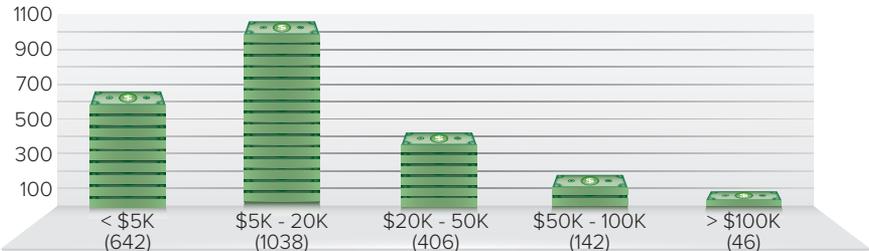
While the percentages of budget sources differ in programs based on household income deciles, the graph at left indicates budget income sources based on the average of the total responses received. 36% of organization budgets came from fundraising, nearly meeting the 37% of budget that came from school district funds.

## How Were Funds Used in the 2011/2012 School Year?

Respondents were asked in what different ways booster funds were utilized. The top responses are represented below.



## How much money was raised in the 2011/2012 School Year?



(977 respondents did not complete this survey question)

## Household Income Decile

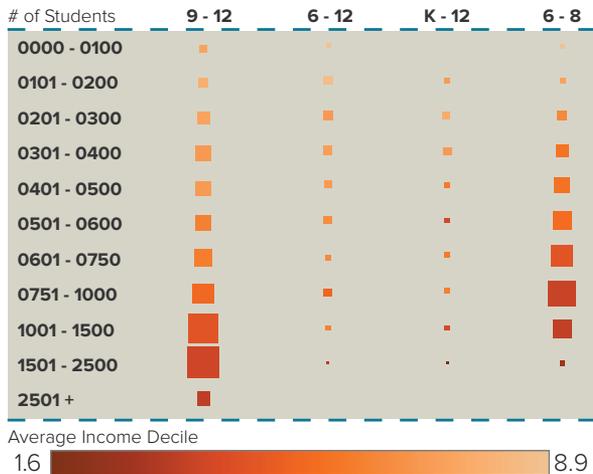
Household Income is broken into 10 equal groups (%) of households in the USA, with 1 representing the highest 10% of income and 10 being lowest. This survey's highest participation level came from schools located in communities in the top 10% of household income.



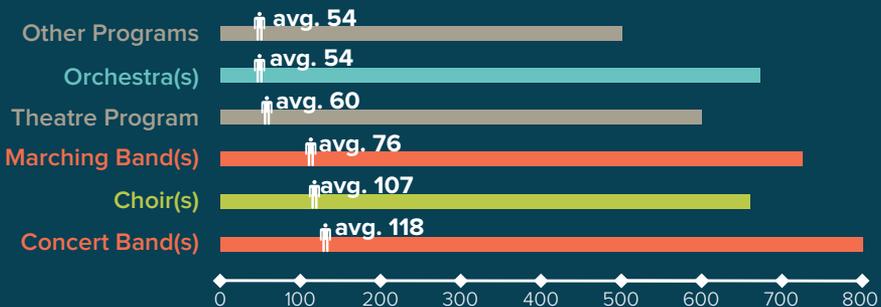
## School Demographics

The graph at right shows a snapshot of 3 demographics, school type along the top, student population down the side, and the actual boxes are proportionate in size to the actual population.

The shading indicates the income deciles of those schools.



## How Many Students are Involved in School Programs?



# We Need your Help!

Context-sensitive help is a kind of online help that is obtained from a specific point in the state of the software, providing help for the situation that is associated with that state.

Context-sensitive help, as opposed to general online help or online manuals, doesn't need to be accessible for reading as a whole. Each topic is supposed to describe extensively one state, situation, or feature of the software.

Context-sensitive help can be implemented using tooltips, which either provide a terse description of a GUI widget or display a complete topic from the help file. Other commonly used ways to access context-sensitive help start by clicking a button. One way uses a per widget button that displays the help immediately. Another way changes the pointer shape to a question mark, and then, after the user clicks a widget, the help appears.

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