MUSIC EDUCATION CONSULTANTS
INCORPORATED
A Consortium of Music Education Professionals

Marcia M. Neel
President
2564 Farmington Avenue
Las Vegas, NV 89120
v. (702) 361-3553
f. (702) 492-0318

Recruitment and Retention Ideas/Strategies
2020-21 School Year

Keep in Mind:
"Change the 'How' Not the 'What'" (Bob Morrison)
Being flexible will keep us from getting bent out of shape!

Some Strategies
Challenge your current students to become actively involved in the process

- Have them make promo videos about their instrument
- EX: ("All Day Long" Student Video on Euphonium): https://www.youtube.com/watch?v=SJM-u6IABGQ
- Concentrate on sharing the family aspect of being in the program
  - EX: Carmel HS Bands: Family https://www.youtube.com/watch?v=osg_UbowIhw
  - EX: Foothill HS Bands: There is a Place https://www.youtube.com/watch?v=MMdHJHX7Xa4&t=63s
- EX: Signing Day like college athletes do
  - https://bit.ly/3dRI8l6
  - Get local news coverage of above—local news will be looking for the "good news" stories!

Outreach

- Contact the Elementary Music Teacher and get recommendations and as much contact information as possible. (Always check with admin to ensure you are following student privacy policies).
  - Send letters with quotes from current band students
  - Ask your student leaders to send personal notes to promising students
- Robocalls from Student Leaders, Parent Boosters
- Contact your local dealer and ask them if you can get the URL to Yamaha's professionally-made videos that focus on students demonstrating band and orchestral instruments. Place these on your school's website to rev up excitement about becoming involved in an ensemble: Dealers have been provided with these videos and would be happy to share them with you! Can you attach an interest/sign-up form to these videos?
  - EX: Yamaha's *Welcome to Band!* Video on YouTube: https://bit.ly/2LEXXjm
  - Shorter revision (no student instrument demos): https://youtu.be/4loct8z7__o
  - 5th Grade Band: Let's Duet!: https://youtu.be/s2I4uDB3Fd4

Consider Limiting the Variety of Instruments Offered

- Some directors have shared that they will start a more limited variety of instruments this year rather than the full complement as they have in the past then expand as appropriate as the year progresses. Many directors already use this approach. Is anyone thinking of switching to this model? Has anyone found success with this model?
    - Flute—Clarinet—Trumpet—Trombone—Baritone: Percussion later?
    - Other ideas?

If needed, here are some ideas for Instrument "Choosing" in place of Instrument "Testing"

- For most instruments, hand size, arm length, lip size, and dental structure are the key factors involved in finding the right fit. Some of this might be able to get accomplished virtually.
    - An online Google Hangout would be very helpful. The students can submit photos using common items as a size reference.
        - A photo of a child's hand with a quarter in their palm can help a teacher judge finger length and finger pad size.
        - Yard sticks are great for arm length.
    - Smile and repose face photos are helpful for lips and teeth. Flute is always exceptionally difficult. Even when the embouchure looks "right", small variations can make it difficult for students to create a first sound.
    - sing back pitches, identify high and low pitches
    - imitate clapped rhythms
    - match the teacher's modeling of brass mouthpiece
    - buzz high and low pitches
    - use a finger to demonstrate the clarinet or flute embouchure formation – including teeth placement, chin, etc. - proper tongue placement and other details of preparing to make an initial sound.
- Reminder that this is not a perfect science even in the best of settings so be flexible—students can be transitioned as needed. (example attached)

Complimentary recruitment/retention materials available to download

The **Music Achievement Council** (MAC) is an action-oriented nonprofit organization sponsored by the National Association of School Music Dealers (NASMD) and NAMM, the National Association of Music Merchants (NAMM) whose purpose is to enable more students to begin and stay in instrumental music programs, to share real-world, successful strategies developed by instrumental music teachers. The following complimentary recruitment and retention materials are available at musicachievementcouncil.org.

- First Performance National Day of Celebration--Honor Your Beginners in the 6th-7th Week of School
- A Practical Guide for Recruitment and Retention (with modifiable recruitment forms)
- Tips for Success
- Bridging the Gap Between Middle School & High School

Potential CARES Act Funding Opportunities
https://www.yamahaeducatorsuite.com/cares-act-funding
Contact your principal to ask about some of these funds might be used to assist you in accommodating the specific requirements this particular year. Ideas might include:

- Individual instruments for each student
- Individual mouthpieces for each student
- Rental program so that each student (beginners, at least) will have their own instrument
- Appropriate cleaning and sanitizing materials (See specifics on attached document)

The Proper Frame of Mind: Being of Service
What we have to offer as music educators will impact the entire climate of our school--not just what happens in the music room. Principals will certainly welcome ideas to help them rebuild the spirit of the school as this will be a considerable challenge. Can we offer to lead a team-building event (drum circle?) at the first faculty/staff meeting or plan a welcome back pep assembly for the students? Greet returning students with a "Welcome Back Boulevard" lined with your drummers playing spirited cadences at the front entrance to the school. They will appreciate the raison d'etre! Other ideas? Please share!

Additional Resources

Collection of COVID-19 Reopening Resources from Music Education Professional Associations (HSBDNA, CBDNA, NFHS, NAMM Foundation, NAfME, ABA)
https://www.musicedconsultants.net/recommendations.html

NAfME Social Emotional Pamphlet
https://nafme.org/wp-content/files/2020/05/Music-and-SEL-Pamphlet.pdf
https://bit.ly/3cnSTe5

CARES Act: DOE State Allocations Table
https://oese.ed.gov/files/2020/04/ESSER-Fund-State-Allocations-Table.pdf
https://bit.ly/36Sh2Z7

NAMM Foundation, NAfME, NFHS Instrument Cleaning Guidelines and Information
https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/
https://bit.ly/2U3Dj0E

Recruitment and Retention: Be Part of the Music
https://www.bepartofthemusic.org

Online Teaching Resources
https://www.yamahaeducatorsuite.com/online-teaching

You are invited to join in the discussion on Yamaha's Private Facebook Page
https://www.facebook.com/groups/299052330783780/

YOUR ENTHUSIASM MATTERS! EX: Roma Band:
https://www.youtube.com/watch?v=cDEMllr5SuU&feature=youtu.be

COVID-19 Instrument Cleaning Guidelines

By NFHS, NAfME and the NAMM Foundation on April 24, 2020

music directors & adjudicators article

COVID-19 and Instrument Cleaning

The NFHS, NAfME and the NAMM Foundation recommend the following guidelines for handling musical instruments during the COVID-19 school shutdown period. These guidelines are designed for use by music educators and educators may use these guidelines when teaching students and parents how to clean instruments.

Sterilization vs. Disinfection

There is a difference between sterilization and disinfection of music instruments. Sterilization is limited in how long an instrument will remain sterile. Once an instrument is exposed to air or handled it is no longer sterile. However, disinfecting an instrument to make it safe to handle will last longer and is easier to achieve. COVID-19 like, most viruses has a limited lifespan on hard surfaces. Users of musical equipment may be more susceptible to infections from instruments that are not cleaned and maintained properly, especially if they are shared school instruments.

If the cleaning process is thorough, musical instruments can be disinfected. Basic soap and water can be highly effective in reducing the number of harmful bacteria and viruses simply by carrying away the dirt and oil that they stick to.

The NFHS, NAfME and the NAMM Foundation received information from the CDC which suggest the COVID-19 virus can remain on the following instrument surfaces for the stated amount of time:

Brass – Up to 5 Days
Wood – Up to 4 Days
Plastic – Up to 3 Days
Strings – Up to 3 Days
Cork – Up to 2 Days

The CDC recommends general cleaning techniques for instruments that have not been used or handled outside of the above timelines. Essentially, if students are picking up instruments for the first time since school has been closed, those instruments will not need more than general cleaning as stated below.

If distributing instruments for the first time since schools have closed, the NFHS and NAfME recommend, out of an abundance of caution, that all cases be sprayed with an aerosol disinfectant.

Additional guidance on general cleaning and disinfection can be found here
https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html

Instrument Hygiene

Before distributing an instrument that has been shared, use of alcohol wipes, swabs, or disinfectant solution to thoroughly clean both the outside and the inside of the mouthpiece is highly recommended. It is also essential to maintain overall cleanliness via the use of cleaning rods, swabs, mouthpiece brushes, etc., as this is necessary to prevent buildup of residue within the instrument.

For wood instruments any excess amount of liquid can be damaging. Please be judicious and sparing outside of the mouthpiece area that needs cleaning. In addition, certain cleaning products that can be used on the mouthpiece should not be used around the pads associated with a woodwind instrument's keys (e.g. flute, clarinet, saxophone, etc.).

Mouthpieces

Adhering to the following procedures will help to keep mouthpieces and instruments clean and safe for continued use.

Cleaning the Flute Head Joint

1. Using a cotton swab saturated with denatured, isopropyl alcohol, carefully clean around the embouchure hole.

2. Alcohol wipes can be used on the flute's lip plate to kill germs if the flute shared by several players.

3. Using a soft, lint-free silk cloth inserted into the cleaning rod, clean the inside of the headjoint.

4. Do not run the headjoint under water as it may saturate and eventually shrink the headjoint cork.

Cleaning Bocals

1. Bocals should be cleaned every month with a bocal brush, mild soap solution, and running water.

2. English Horn bocals can be cleaned with a pipe cleaner, mild soap solution, and running water. Be careful not to scratch the inside of the bocal with the exposed wire ends of the pipe cleaner.

Cleaning Hard Rubber and Ebony Mouthpieces

1. Mouthpieces should be swabbed after each use and cleaned weekly.

2. Select a small container that will accommodate the mouthpiece vertically and place the mouthpiece, tip down, into the container.

3. Fill the container just past the window of the mouthpiece with a solution of 50% water and 50% white vinegar or hydrogen peroxide. Protect clarinet mouthpiece corked tenons from moisture.

4. After the mouthpiece has soaked for fifteen minutes, use an appropriately sized mouthpiece brush to remove any calcium deposits or other residue from inside and outside surfaces. This step may need to be repeated if the mouthpiece is excessively dirty.

5. Rinse the mouthpiece thoroughly and then saturate with disinfectant solution. Place on paper towel and wait one minute.

6. Wipe dry with paper towel.

7. Note: Metal saxophone mouthpieces clean up well with hot water, mild dish soap (not dishwasher detergent), and a mouthpiece brush. Disinfectant solution is also safe for metal mouthpieces.

Cleaning Saxophone Necks

1. Swabs are available to clean the inside of the saxophone neck. However, many saxophonists use a flexible bottlebrush and toothbrush to accomplish the same results.

2. The saxophone neck should be swabbed after each use and cleaned weekly.

3. Use the bottlebrush with mild, soapy water to clean the inside of the neck.

4. Rinse under running water.

5. Disinfectant solution may be used on the inside of the neck if desired. Place on paper towel for one minute.

6. Rinse again under running water, dry, and place in the case.

Cleaning Brass Instrument Mouthpieces

1. Mouthpieces should be cleaned monthly.

2. Use a cloth soaked in warm, soapy water to clean the outside of the mouthpiece.

3. Use a mouthpiece brush with warm, soapy water to clean the inside.

4. Rinse the mouthpiece and dry thoroughly.

5. Disinfectant solution may be used on the mouthpiece at this time. Place on paper towel for one minute.

6. Wipe dry with paper towel.

Cleaning String Instruments

1. Isopropyl alcohol that's above 70% should only be used on the strings and unfinished finger and fret boards.

2. String, percussion, and keyboard instruments present fewer hygienic issues that can be solved simply by the player washing their hands before and after use for a minimum of 20 seconds.

Other Instruments

1. Plastic recorders can be washed with warm, soapy water and should be swabbed after each use with a plastic cleaning rod and soft thin cloth. Disinfectant solution and alcohol wipes may also be used.

Choosing a Disinfectant for Musical Instruments

1. Sterisol Germicide Solution can be safely used on plastics, hard rubbers, and metals.

2. Mi-T-Mist Mouthpiece Cleanser can be used on most materials. It is **NOT** recommended for use on hard rubber mouthpieces.

3. Isopropyl alcohol wipes are safe for most materials. They are NOT recommended for use on hard rubber mouthpieces.

4. A solution made with 50% water and 50% white vinegar or 50% water and 50% hydrogen peroxide can be safely used on plastics, hard rubbers, and metals.

While other potential disinfectants, including alcohol, boiling water, and bleach can be used as general

disinfectants, they are not recommended for use on mouthpieces or instruments due to their potential effect on skin, plastics, and metals.

1. Whichever disinfectants are chosen, it is crucial to read the product instructions and follow them closely.

2. Disinfectants do not remove dirt, so mouthpieces and instruments must be cleaned thoroughly before using.

You can find EPA approved disinfectants for COVID-19 **here**.

You can find other NFHS COVID-19 Resources **here**.

Click here to download a complete PDF of this document: **COVID-19 Instrument Cleaning Guidelines (NFHS, NAfME, the NAMM Foundation)**

What is Social Emotional Learning?

Social Emotional Learning (SEL) describes the development of skills in three domains: self, others, and responsible decision-making.

"Self" includes:

- self-awareness skills such as the ability to identify and recognize emotions
- self-management skills such as perseverance and the ability to manage impulse control.

"Others" includes:

- relationship skills such as cooperation, empathy, and respectful communication
- social awareness skills such as the ability to recognize diverse thoughts and opinions.[1]

Combined, the above skills support responsible decision-making.

"Responsible Decision-Making" includes:

- Behavioral skills such as situation analysis, anticipating consequences, and generating alternative solutions.
- Cooperative skills such as balancing personal and group expectations.

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For more information, visit nafme.org

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Music Education *and* Social Emotional Learning

National Association *for* Music Education

How are music educators well-suited to help students develop socially and emotionally?

- Music educators often work with the same students in class multiple years, positioning them well to positively impact students' individual growth.
- The most conducive environment for SEL is one that includes positive developmental relationships. Music education can provide contexts for those relationships through encouraging collaboration and creativity in a safe environment.
- Musical experiences can help us connect with deep emotions. Sometimes music even elicits measurable physiological responses such as "chills" or "goosebumps," providing students the opportunity to reflect on the influence emotions have on their physical and psychological states.
- Music programs involve school staff, families, and local communities, supporting alignment of the parties necessary to support social emotional development.

What does research tell us?

- **Self-Awareness:** Compared to other students, those with high arts engagement, including music, exhibit higher levels of self-concept in how they value themselves, their abilities, and their achievements." Specifically, active music education experiences seem to be correlated with measures of *self-efficacy*.[2]
- **Self-Management:** Success in music depends on exercising *perseverance*, as evidenced by the ability to self-monitor one's progress and delay gratification in the pursuit of mastery. Regular and sustained practice leads to increased abilities in performance skills and self-evaluation. These become impetus for further practice.[3]
- **Social Awareness:** Cooperative music-making experiences which occur in group settings can positively impact participating students' proclivity for *empathetic* thinking and behavior.[4]
- **Relationship Skills:** Music classes incorporate community-advancing activities which provide students with "opportunities to express themselves, interact in novel ways, and work collectively, practicing and developing interpersonal skills such as *collaboration*, *communication*, and *conflict resolution*."[5]

Musicianship encourages responsible decision making in several ways: Student musicians depend on each other to be on time for rehearsals, prepare for performances, and to act honorably as ambassadors of their community.

How can public policy support music education and Social Emotional Learning?

Schools can...

- Hire full-time, certified music educators to teach music classes.
- Support participation in music through thoughtful crafting of class schedules.
- Support music educators' professional growth with professional development that is relevant to the courses they are teaching.

States can...

- Adopt robust state standards modeled after the National Core Arts Standards and the CASEL Framework for Social Emotional Learning and draw connections between the two.
- Include access to music education as an accountability measure on school evaluation metrics.
- Support music as an integral part of early childhood care and education.

Congress can...

- Fully fund Title IV, Part A 'Student Support and Academic Enrichment Grant' which supports a well-rounded education, effective use of technology, and safe and healthy schools.
- Fully fund Title I, Part A, Title II, Part A, and Title IV, Part F, which can also support access to music education for all students.
- Pass the Guarantee Access to Art and Music Education Act (GAAME), which clarifies specific eligibility for funds to support music education for students in need.

Secretary DeVos Makes Available Over $13 Billion in Emergency Coronavirus Relief to Support Continued Education for K-12 Students

Flexible CARES Act funds empower state and local education leaders to think creatively to address student, educator needs during national emergency

APRIL 23, 2020

Contact: (202) 401-1576, press@ed.gov (mailto: press@ed.gov)

WASHINGTON — U.S. Secretary of Education Betsy DeVos announced today that more than $13.2 billion in emergency relief funds are now available to state and local education agencies to support continued learning for K-12 students whose educations have been disrupted by the coronavirus. This funding is allocated by the *Coronavirus Aid, Relief, and Economic Security (CARES) Act,* which was signed by President Donald J. Trump less than a month ago. Education leaders will have the flexibility to use funds from the Elementary and Secondary School Education Relief Fund (ESSER Fund) for immediate needs, such as tools and resources for distance education, ensuring student health and safety, and developing and implementing plans for the next school year.

"This national emergency continues to shine a light on the need for all schools to be more agile," said Secretary DeVos. "Now is the time to truly rethink education and to get creative about how we meet each student's unique needs. The funding made available today has very few bureaucratic strings attached and empowers local education leaders to do just that. I encourage them to focus on investing in the technology, distance learning resources, training and long-term planning that will help education continue for both teachers and students, no matter where learning takes place."

Local leaders are empowered with the flexibility to determine how to use their ESSER funds, as long as they are used in ways that comply with applicable federal education laws. The ESSER Fund has important safeguards in place to ensure that this funding goes to help students continue learning. State education agencies (SEAs) must allocate 90% of their ESSER funds to local education agencies (LEAs), including public charter schools, in proportion to the amount of FY 2019 funds the LEA received under Title I, Part A of the Elementary and Secondary Education Act. Up to 10% of the SEA's award may be retained for the state agency to use to address needs related to responding to coronavirus. After one year, SEAs must return any funds that have not been awarded, and the Secretary will reallocate those funds to the states. To see state allocations for the ESSER Fund, click here (https://oese.ed.gov/files/2020/04/ESSER-Fund-State-Allocations-Table.pdf).

The Department implemented a streamlined process for states to apply for and receive this critical funding by cutting red tape and removing unnecessary delays. SEAs have until July 1, 2020, to apply for ESSER funds by submitting a simple signed Certification and Agreement form to ESSERF@ed.gov (mailto:ESSERF@ed.gov). The Department intends to process each submitted form within three business days of receipt. For more information, click here (https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/).

The funding allocations announced today are part of the nearly $31 billion Congress allocated to the Department to distribute to students, K-12 schools, and higher education institutions. The Department, at the Secretary's urging, has continued to make funds available as quickly as possible.

Today's action follows the Department's earlier announcement of a turnkey waiver process allowing states to cancel federally mandated standardized testing in response to widespread school closures in the wake of the declaration of a national emergency. The Department also developed a streamlined process (https://oese.ed.gov/files/2020/04/template-covid-fiscal-waiver-19-2020.pdf) for providing states with funding flexibilities so that they can repurpose existing K-12 education funds for technology infrastructure and teacher training on remote learning and to move resources to areas of highest need. The Department also moved quickly to provide guidance on ensuring students with disabilities have access to distance learning opportunities and to provide an extension for states that need additional time to develop career and technical education plans under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Department continues to update ed.gov/coronavirus (https://www.ed.gov/coronavirus) with information on COVID-19 for students, parents, educators and local leaders.

For more information about COVID-19, please visit the following websites: coronavirus.gov (https://coronavirus.gov/), cdc.gov/coronavirus/2019-ncov/index.html (https://cdc.gov/coronavirus/2019-ncov/index.html), and usa.gov/coronavirus (https://usa.gov/coronavirus).

Tags: Coronavirus (/category/keyword/coronavirus)
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How Do I Find...?

- Student loans, forgiveness (https://www2.ed.gov/fund/grants-college.html?src=rn)
- College accreditation (https://www.ed.gov/accreditation?src=rn)
- Every Student Succeeds Act (ESSA) (https://www.ed.gov/essa?src=rn)
- FERPA (https://www2.ed.gov/policy/gen/guid/fpc src=rn)
- FAFSA (https://fafsa.ed.gov/?src=edgov-rn)
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Elementary and Secondary School Emergency Relief Fund

Authorized by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Public Law 116-136

Methodology for Calculating Allocations

Section 18001(b) of the CARES Act requires the Department of Education (Department), after reserving 2 percent of the $30.75 billion appropriated for the Education Stabilization fund for the Outlying Areas (1/2 of 1 percent), the Bureau of Indian Education at the Department of the Interior (1/2 of 1 percent), and competitive awards to States with the highest coronavirus burden (1 percent), to reserve 43.9 percent of remaining funds, or $13,229,265,000, for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund) authorized under section 18003 of the CARES Act.

Section 18003(b) of the CARES Act requires the Department to allocate the ESSER Fund based on the proportion that each State received under Title I, Part A in the most recent fiscal year. However, section 1122(c)(3) of the Elementary and Secondary Education Act (ESEA) prohibits the Department from considering the Title I, Part A hold harmless provisions in ESEA section 1122 in calculating State or local allocations for any other program administered by the Secretary, including the ESSER Fund. Therefore, to determine the ESSER Fund allocations, the Department used the fiscal year 2019 State shares of Title I, Part A allocations without the application of the hold harmless provisions in ESEA section 1122.

STATE ALLOCATION TABLE

		Minimum LEA Distribution[1]	Maximum SEA Reservation	Maximum for SEA Administration[2]
TOTAL	**13,229,265,000**	**11,906,338,500**	**1,322,926,500**	**66,146,325**
ALABAMA	216,947,540	195,252,786	21,694,754	1,084,738
ALASKA	38,407,914	34,567,123	3,840,791	192,040
ARIZONA	277,422,944	249,680,650	27,742,294	1,387,115
ARKANSAS	128,758,638	115,882,774	12,875,864	643,793
CALIFORNIA	1,647,306,127	1,482,575,514	164,730,613	8,236,531
COLORADO	120,993,782	108,894,404	12,099,378	604,969
CONNECTICUT	111,068,059	99,961,253	11,106,806	555,340
DELAWARE	43,492,753	39,143,478	4,349,275	217,464
DISTRICT OF COLUMBIA	42,006,354	37,805,719	4,200,635	210,032
FLORIDA	770,247,851	693,223,066	77,024,785	3,851,239
GEORGIA	457,169,852	411,452,867	45,716,985	2,285,849
HAWAII	43,385,229	39,046,706	4,338,523	216,926
IDAHO	47,854,695	43,069,226	4,785,470	239,273
ILLINOIS	569,467,218	512,520,496	56,946,722	2,847,336
INDIANA	214,472,770	193,025,493	21,447,277	1,072,364
IOWA	71,625,561	64,463,005	7,162,556	358,128

[1] The totals in the Minimum LEA Distribution, Maximum SEA Reservation, and Maximum for SEA Administration columns have been rounded to the nearest whole dollar.

[2] With the funds not subgranted to LEAs, the SEA may reserve up to an amount equal to ½ of 1 percent of the total allocation for administrative costs.

KANSAS	84,529,061	76,076,155	8,452,906	422,645
KENTUCKY	193,186,874	173,868,187	19,318,687	965,934
LOUISIANA	286,980,175	258,282,158	28,698,018	1,434,901
MAINE	43,793,319	39,413,987	4,379,332	218,967
MARYLAND	207,834,058	187,050,652	20,783,406	1,039,170
MASSACHUSETTS	214,894,317	193,404,885	21,489,432	1,074,472
MICHIGAN	389,796,984	350,817,286	38,979,698	1,948,985
MINNESOTA	140,137,253	126,123,528	14,013,725	700,686
MISSISSIPPI	169,883,002	152,894,702	16,988,300	849,415
MISSOURI	208,443,300	187,598,970	20,844,330	1,042,217
MONTANA	41,295,230	37,165,707	4,129,523	206,476
NEBRASKA	65,085,085	58,576,577	6,508,509	325,425
NEVADA	117,185,045	105,466,541	11,718,505	585,925
NEW HAMPSHIRE	37,641,372	33,877,235	3,764,137	188,207
NEW JERSEY	310,371,213	279,334,092	31,037,121	1,551,856
NEW MEXICO	108,574,786	97,717,307	10,857,479	542,874
NEW YORK	1,037,045,603	933,341,043	103,704,560	5,185,228
NORTH CAROLINA	396,311,607	356,680,446	39,631,161	1,981,558
NORTH DAKOTA	33,297,699	29,967,929	3,329,770	166,489
OHIO	489,205,200	440,284,680	48,920,520	2,446,026
OKLAHOMA	160,950,476	144,855,428	16,095,048	804,752
OREGON	121,099,019	108,989,117	12,109,902	605,495
PENNSYLVANIA	523,807,198	471,426,478	52,380,720	2,619,036
RHODE ISLAND	46,350,444	41,715,400	4,635,044	231,752
SOUTH CAROLINA	216,311,158	194,680,042	21,631,116	1,081,556
SOUTH DAKOTA	41,295,230	37,165,707	4,129,523	206,476
TENNESSEE	259,891,154	233,902,039	25,989,115	1,299,456
TEXAS	1,285,886,064	1,157,297,458	128,588,606	6,429,430
UTAH	67,821,787	61,039,608	6,782,179	339,109
VERMONT	31,148,360	28,033,524	3,114,836	155,742
VIRGINIA	238,599,192	214,739,273	23,859,919	1,192,996
WASHINGTON	216,892,447	195,203,202	21,689,245	1,084,462
WEST VIRGINIA	86,640,471	77,976,424	8,664,047	433,202
WISCONSIN	174,777,774	157,299,997	17,477,777	873,889
WYOMING	32,562,651	29,306,386	3,256,265	162,813
PUERTO RICO	349,113,105	314,201,795	34,911,311	1,745,566