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COMPLETE

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Q1 Name of your organization.

Redlands Bowl Performing Arts

Q2 Grant #

20180314

Q3 Grant Period

July 1, 2018, to June 30, 2019

Q4 Location of your organization

City	Redlands
State	California

Q5 Name and Title of person completing evaluation.

Valerie Peister, Director of Programming and Community Engagement

Q6 Phone Number:

909.793.7316

Q7 Email address.

vpeister@redlandsbowl.org

Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

24,500

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

Project Goal: To present RBPA Music in the Schools music education assemblies to over 28,000 children at 30 elementary schools and 10 middle schools in San Bernardino and Riverside Counties during the 2018-2019 school year.

Objective 1: To engage performing artist ensembles of diverse musical genres and carry out coordination with schools to present assemblies at 30 elementary schools and 10 middle schools, attended by over 28,000 children, in the 2018-2019 school year.

Activities, Results, and Outcomes:

The RBPA achieved its goals of bringing educational, interactive school music assemblies to 40 schools in the 2018-2019 school. Thirty (30) elementary schools, eight middle schools (8), one (1) continuation high school, and one (1) specialized high school were served, for a total of forty (40) schools.

School assemblies were carried out in the following cities: Beaumont (1), Highland (4), Loma Linda (1), Mentone (1), Moreno Valley (4), Redlands (13), Rialto (1), Riverside (4), San Bernardino (8), and Yucaipa (3).

Analysis of school population data using 2017-2018 Ed Data Educational Partnership confirms the assemblies reached a potential audience of 26,709 students. Since not all schools brought their entire student population to the assemblies, we estimate 24,500 students actually participated in the assembly programs.

Further analysis using the Ed Data Educational Partnership source shows 67.6% of public school students served by RBPA assemblies receive free or reduced school lunches.

The following artists were selected to present music education assemblies at the 40 schools:

- Los Angeles-based Jazzy Ash and the Leaping Lizards
- Temecula-based Kalama Brothers
- Chicago-based Hiplet Ballerinas
- New York-based JazzReach

The artists met the selection criteria set forth in the grant application which included their need to carry out the following in assembly sessions: 1) Incorporate educational elements; 2) Allow for engaged participation; 3) Incorporate information about themselves as performing artists; 4) Answer questions/interact with students; and 5) Serve a gateway to future arts activities.

Below is information about each assembly program and ways in which each fulfilled Criteria 1 and 2:

Jazzy Ash and the Leaping Lizards (16 schools)

Music style/art form: A fun, high energy New Orleans Jazz-based journey through early Black American music.

Cultural literacy learning points: As per the Jazzy Ash study guide: "The assemblies take students on an interactive journey through New Orleans' music and culture as they explore topics in social-emotional development such as diversity, self-esteem, friendship, and family. Children are challenged in critical thinking as the practice gross motor skills."

Engagement: Hand motions, signing along to songs for which words are taught, and question and answer "shout outs." We were amazed that Jazzy Ash and the Leaping Lizards had full auditoriums of school kids up and dancing at times!

The Kalama Brothers (16 schools)

Music style/art form: A celebration of the diverse music and rhythms of the Polynesian Islands.

Cultural literacy learning points: Opportunity to learn about and experience a unique world music art form, with special attention paid to talking about hula, and how it is used as an artistic means of storytelling. The Kalamas also musically highlighted the ancient art of

wayfinding.

Engagement: Students learned lyrics and sang along to many songs, and also participated in learning and performing hula motions. The Kalamas also performed numbers where a significant number of volunteers from the audience were brought up to participate.

Hiplet Ballerinas (6 schools)

Music style/art form: Classical ballet danced in high energy hip-hop style to contemporary music.

Cultural literacy learning points: Hiplet Ballerinas dancers are classically trained en pointe but participate and learn in a company that integrates hip-hop sensibility and style with classical ballet. Members of the ensemble shared the story of the development their dance company under the leadership of Hans Bryant, and communicated how important and culturally affirming it is to have their respective heritages reflected and celebrated in artistic performance.

Modes of engagement: Clapping and tapping with pieces, opportunities for students to dance in place and/or volunteer to come on stage to learn choreography, question and answer with audience.

JazzReach – “Yes Indeed!” (4 schools)

Music style/art form: A musical and multi-media presentation celebrating the history and musical legacy of the great American Blues tradition.

Cultural literacy learning points: JazzReach taught and demonstrated that “the Blues are a mode of creative, artistic expression that covers the full spectrum of the human experience from woe to joy, illuminating the blues as a means of acknowledging and confronting life’s hardships and in spite of them, coping, overcoming, prevailing and persisting.” (Excerpted from JazzReach program description)

Modes of engagement: Students were often invited to sing, shout, clap and tap along to pieces performed. Students were also taught words/sounds and invited to sing along with several numbers.

In presenting assemblies to the 40 schools, Criteria 3-5 were carried out in a variety of ways. Artists shared about themselves, their love for their art, and their artistic journeys throughout the programs. Students’ questions were answered during and after the programs. A representative of the Redlands Bowl also briefed students on concert etiquette including when to be quiet, appropriate times to clap, how to honor soloists, and how to appropriately participate with the artists.

Students were also given information (both verbally and through a flyer sent home) about upcoming arts activities available to them, including participating in the Redlands Bowl’s free Children’s Festival Workshops and attending free Redlands Bowl Summer Music Festival performances.

A SurveyMonkey evaluation tool was sent to school administrators and teachers following the assemblies. Feedback received is being utilized to assess our 2018-2019 assembly work, and guide our efforts as we look toward the 2019-2020 school year.

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

A challenge we encountered this year is that several schools, unexpectedly, did not send their entire student populations to scheduled assemblies. We always want to reach the maximum number of students possible and will make sure next year we are proactive in confirming full attendance for all assemblies before committing each respective school.

Additionally, many of our surveys indicated the desire for the teachers and administrators to receive the study guide/curriculum packets more in advance of the assembly programs. We will be strategic about getting them out sooner during the 2019-2020 school year.

Q11 How did you overcome and/or address the challenges and obstacles?

Please see above.

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

Each year brings new adventures in presenting Music in the Schools assemblies! This year we were particularly thrilled to have become acquainted with and engaged Jazzy Ash and the Leaping Lizards, who presented an outstanding, high energy program celebrating New Orleans Jazz. We are now also talking to them about performing a main stage program at the Redlands Bowl in 2020 and hope to work with them in additional youth outreach contexts as well.

Q13 Briefly describe the impact this grant has had on the organization and community served.

An overarching goal of Redlands Bowl Performing Arts is "Music for Everyone." Grace Stuart Mullen, who founded the Redlands Bowl over 96 years ago, stated that when people enjoy beautiful music together, man-made boundaries disappear. We are confident this vision has been increasingly achieved through our 2018-2019 school outreach work.

There is something young people experience in singing and learning about music together which draws them into a greater sense of community. The RBPA is honored to be part of this process. We are also pleased that students come away from RBPA music assemblies both more knowledgeable about music, and more knowledgeable about other opportunities to attend free music performances and children's workshops at the Redlands Bowl.

Q14 Please provide a budget expenditure report. Also, provide a budget narrative that explains how the funds were utilized, what was purchased, what were the expensed items based upon the budget that was submitted.

Artist Fees (Grant line item: \$28,800; Actual spent: \$28,800)

All Gimbel Grant funding provided for artist fees was spent on presenting artists fees for Jazzy Ash and the Leaping Lizards, the Kalama Brothers, Hiplet Ballerinas, and JazzReach during the 2018-2019 school year.

MIS Program Director (Grant line item: \$14,261; Actual spent: \$14,261)

This grant line item was fully expensed for planning, programming, contract negotiation, scheduling with school administrators, on-site project support, curriculum development (when not provided by artist), parent/guardian information sheet development, and Music in the Schools evaluation and reporting work carried out by the RBPA's program director.

Production/Duplication of Informational Handouts (Grant line item: \$3,360; Actual spent: \$3,360)

This line item was utilized to produce and duplicate parent/guardian information sheets which provide information about the free Redlands Summer Music Festival concert programming as well as the RBPA's free Children's Summer Music Festival Workshops. In addition, funding in this line item was used to cover duplication of the performing artists' curriculum packets.

Artist Meals (Grant line item: \$1,479; Actual spent: \$1,479)

This line item was fully utilized to provide lunch for artists between assembly sessions and/or a light meal as otherwise arranged.

Tech Support for Middle School Programs: (Grant line item: \$2,100, Actual spent \$2,100)

Through this line item, professional tech support was engaged to run sound, audio/visual, and amplification systems for our middle school outreach assemblies. As a note, tech support was engaged directly by the RBPA to support Hiplet Ballerinas, and was bundled into the contract with JazzReach and The Kalama Brothers, our other middle school presenters.

Grant total: \$50,000

Expenditure total: \$50,000

Page 4: Success Stories

Q15 Please relate a success story:

As one of our success stories, we'd love to share some quotes from teacher and administrator evaluation surveys:

"Music is universal. All music related assemblies have touched the hearts of at least some of my students. Having a variety of styles from year to year is a great way to give students exposure to the different genres throughout their elementary school experience."

"Jazzy Ash and the Leaping Lizards provided a fun performance that had educational content without sacrificing performance. The kids responded enthusiastically, as this performance had the right blend of fun and education."

"Students and staff totally enjoyed the performance and were engaged from the moment it started."

"The performance was incredible. It was very educational and the anecdotal fun was received well by both students and staff."

"We love the assemblies. I love when the performers explain how they started out to inspire our students."

Q16 Please relate a success story here:

In previous S.L. Gimbel Foundation grant reports we have related some challenges we have faced in building relationships and trust in new communities and new schools as we've grown and expanded the Music in the Schools program. We are pleased to report we've successfully extended our reach into six San Bernardino Unified School District elementary schools as well as several new schools in other districts, and now that several years of assemblies have been successfully presented, have established wonderful relationships with administrators who are eager to welcome us back on an annual basis. We are hoping to extend Music in the Schools into many more new schools in 2020.

Q17 Please relate a success story here:

Re: Question 22

Children with disabilities are served at virtually all the schools to which we bring assemblies, though specific percentages are not known.

Re: Question 23

The 68% listed in the "Other" line item refers to the percentage of children served receiving free or reduced price lunches.

Page 5: Organizational Information

Q18 Which category best describes the organization.
Please choose only one.

Arts & Arts Support

Q19 What is the organization's primary program area of interest?

Arts & Culture

Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100%

African American	10
Asian/Pacific Islander	7
Caucasian	24
Native American	2
Hispanic Latino	57

Q21 Approximate percentage of clients served from grant funds in each age category.

Children ages 06-12 years of age	63
Youth ages 13-18	37

Q22 Approximate percentage of clients served with disabilities from grant funds.

Respondent skipped this question

Q23 Approximate percentage of clients served in each economic group.

Other	68
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Q24 Approximate percentage of clients served from grant funds in each population category.

Children/Youth (those not included in Family)	100
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