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Q1 Name of your organization.

Rosie's House: A Music Academy for Children

Q2 Grant #

20180879

Q3 Grant Period

December 1, 2018 - November 30, 2019

Q4 Location of your organization

City	Phoenix
State	Arizona

Q5 Name and Title of person completing evaluation.

Alyson Hartsock, Advancement & Marketing Director

Q6 Phone Number:

602-252-8475

Q7 Email address.

Alyson@rosieshouse.org

Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

179

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:

Goal: Provide Rosie's House students, ages 5-18, with a lifelong skill through free music instruction and loaned instruments; services that help develop a commitment to academic and personal achievement; and resources including mentorship, service-learning opportunities and college-readiness programs that ensure students are on a path for long-term success.

Objective 1: Enroll 160 students in the Rosie's House Afterschool Propel Piano Program in the 2018-2019 program year.

Activities, Results and Outcomes for Objective 1:

Activities: As planned, Rosie's House staff and faculty completed several activities to help achieve our objective of enrolling at least 160 students during the 2018-2019 Program Year. First, we actively recruited new students for enrollments taking place in August and January. Rosie's House staff worked with administrators and music educators at Title 1 schools to market the Rosie's House program to eligible families. We also participated in education opportunities at Museum Family Free Days and other cultural tabling events in order to speak with families interested in cultural opportunities for their children.

The second activity to ensure a high-quality program was to hire the teaching staff for the piano department. For the 2018-2019 Program Year, we had four returning piano faculty, leaving us with one position to fill. The Program Director worked with the piano teaching community to identify strong candidates, ultimately hiring a highly educated piano instructor with many years' experience of providing exceptional teaching to young people.

Next, the five piano faculty members, in conjunction with the Program Director, created and developed curriculum for the Program Year. To do this, they adapted previous years' curriculum based on experience and student/parent feedback. The faculty also identified new benchmarks that they wanted to collectively work with students on and worked together to identify how to measure progress towards these benchmarks. For the 2018-2019 Program Year, the faculty created a new benchmark in the curriculum to measure students' progress in improving teamwork and team building skills.

Lastly, the piano faculty, Program Coordinators and Program Director interviewed interested and applicable families and enrolled students. All families who were enrolled into the program are considered low-income based on HUD income guidelines. Students who were enrolled began classes in September 2018 and participated in 30 weeks of music lessons.

Results and Outcomes: Thanks to the support of The S.L. Gimbel Foundation, The Propel Piano program thrived last year. We exceed our goal of 160 students by an additional 19 students.

Through annual evaluations, students in the program overwhelmingly showed proficiency. Over 96% of students were meeting or exceeding benchmarks in the following categories: playing skills (such as technique, rhythm) preparedness (such as practice routine), engagement during class and teamwork skills.

Additionally, the music lessons that these students receive proved to be helpful in increasing critical life and learning skills. According to our annual survey, music has helped these students in the following ways:

- Improved confidence: 96% Strong Agree or Agree
- Improved academics: 94% Strong Agree or Agree
- Improved social skills: 96% Strong Agree or Agree
- Improved creativity: 98% Strong Agree or Agree

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

One of our organizational goals is that students enrolled at Rosie's House will stay engaged in the program for a minimum of five years. Research indicates that students have the best results when engaged in music education long-term, which is why we have created a sequential learning model that supports this idea. With that being said, there are sometimes barriers that make it hard for families to stay enrolled in the Program for the entire 30-weeks. These challenges include transportation, schedule, over commitment, moving, family emergencies, etc. The most obvious barrier to high-quality music education that we help families address is financial, but each year we are learning and adapting to the many other barriers that families face in order to have access to these programs.

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

In the 2018-2019 Program Year, the Rosie's House leadership team made a conscious decision to laser focus on ensuring that all students stay enrolled in the program for the entire year. To do this, staff took an individual approach to address any absence issues. While we do have an absence policy that only allows for three absences per semester, program staff worked with families and made accommodations for extenuating circumstances. The personal approach was much appreciated by families and helped further our goal of a close-knit community among families, faculty and staff. Plus, with an increased focus on this challenge, students leaving the program diminished.

Additionally, Rosie's House has begun to track the challenges that cause a student to prematurely leave the program. This data will help us to continue to mitigate such challenges for families in the future.

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

While we always encourage our students to be collaborative and community-minded, it was not an intended direct impact from this grant. However, increased collaboration and community building was definitely a positive outcome in the piano program last year.

As an example, several piano students reached out to peers in other departments to collaborate on performances. The students worked together to pick repertoire, set-up extra practice time, and worked with both of their instructors to improve their performance. Additionally, these students sought extra performance opportunities and auditioned for special events. This level and cross-department collaboration has sparked an energized level of creativity on our campus!

Additionally, several piano students took on leadership roles in volunteer mentor positions. These students served as teacher aides for instructors, giving younger students additional positive role models and extra coaching with a helper in the classroom. Not only are the advanced piano students improving their leadership and confidence skills, but they are helping build community on our campus by getting to know other students and families.

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

Rosie's House is aiming to fill a critical need in Phoenix among low-income families who lack the financial ability to provide their children real world skills increasingly unavailable in their schools.

As we know, enriching arts programs are proven to contribute to the well-rounded development of young people and are in increasing demand as additional Phoenix schools qualify for Title I status. However, these types of program in Arizona schools are widely underfunded. The support of the S.L. Gimbel Foundation is helping Rosie's House to fill this critical void in our community.

The Propel Piano Program serves as an opportunity for young people to increase their discipline, academic success, confidence and leadership. These are all skills that young people need for long-term success. By providing a grant for the Propel Piano Program at Rosie's House, the S.L. Gimbel Foundation is helping eliminate systematic barriers to high-quality music education and in turn are supporting youth as they develop their full potential.

Page 3: Budget

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.

Rosie's House utilized grant funding to support piano faculty and instruction (\$16,050), instrument purchases, tuning/repairs (\$1,709), curriculum development (\$1,435), program management (\$925), classroom space (\$2,650), translation services (\$2,113) and performance travel (\$118). The total expenses for the 2018-2019 Propel Piano Program were \$57,215 and other funders included Phoenix Office of Arts & Culture, Arizona Commission on the Arts, Wells Fargo and William L. and Ruth T. Pendleton Memorial Foundation.

Page 4: Success Stories

Q15 Please relate a success story:

Yuna Kang has been taking private piano lessons at Rosie's House for 6 years. An accomplished pianist, she won the prestigious Rosie's House Great Performers Competition two years in a row. In the spring of 2019, Yuna and her piano trio from her high school competed at the High School Solo & Ensemble Festival hosted by Arizona Music Educators Association and received a superior rating. Time and time again, Yuna shows that she is truly excelling in her piano studies.

When asked what skills she has learned from Rosie's House, Yuna says time management. She says, "I have encountered many situations in which I have had to choose between activities. Sometimes, I have to make decisions between practicing for an important competition, audition or a recital and hanging out with friends. I've learned how to prioritize things, which can also be applied to in my daily life with school."

Yuna's favorite memory from Rosie's House is performing at the Vi at Grayhawk, a retirement community. She was thrilled to participate by sharing her music and hearing stories from elders in return. Yuna says that "These types of performances are a part of what makes Rosie's House so special - the engagement in the community and the joy it brings." Yuna's mom, Mrs. Kang, says that "We are very grateful to Rosie's House because Yuna's music success cannot be done without the generous support!"

Yuna's and her mom's commentary about their experience at Rosie's House is not unlike that of other families. Our goal is that our students use the achievements they accomplish in music education as a bridge to achieving even more in their lives. Yuna is just one example of the power of music education and how it can help young people reach their greatest potential.

Q16 Please relate a success story here: **Respondent skipped this question**

Q17 Please relate a success story here: **Respondent skipped this question**

Page 5: Organizational Information

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

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	4
Asian/Pacific Islander	3
Caucasian	8
Native American	1
Hispanic Latino	79
Other	5

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

Children ages 06-12 years of age	60
Youth ages 13-18	40

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. **At/Below Poverty Level 100**

Q24 Approximate percentage of clients served from grant funds in each population category. **Respondent skipped this question**
