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Q1 Name of your organization.

Redlands Bowl Performing Arts

Q2 Grant #

20160673

Q3 Grant Period

November 11, 2016, through October 31, 2017

Q4 Location of your organization

| | |
|-------|----------|
| City | Redlands |
| State | CA |

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:

27,466

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 increase the number of RCMA Music in the Schools assembly presentations from 20 elementary schools to 30 elementary schools annually; and from four (4) middle schools to 10 middle schools annually by engaging performing artists groups of diverse musical genres to present educational, interactive assembly performances at all schools served.

Objective 1: To interview, select, and engage 40 performing artist ensembles (with an average of six artists in each ensemble) to present a total of 40 Music in the Schools assemblies (30 to elementary schools, and 10 to middle schools) by November 30, 2016.

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

- Los Angeles-based Ballet Folklorico de Los Angeles
- New York-based JazzReach
- Redlands-based Ripple Theatre Project ("Broadway Time Machine")
- Los Angeles-based TaikoProject

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) Incorporation of educational elements; 2) Allowing for engaged participation; 3) Incorporation of information about themselves as performing artists; 4) Answering questions/interacting with students; and 5) Serving as a gateway to future arts activities.

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

Ballet Folklorico de Los Angeles accompanied by Mariachi Garibaldi (10 schools)
Music style/art form: Mexican ballet folklorico and mariachi.

Cultural literacy learning points: Played and taught about traditional Mexican regional music, instruments, dance, and dress, with commentary educating students about each of these items between performance numbers.
Modes of engagement: Clapping and tapping with pieces, sing-along opportunities, and spoken interaction with audience members.

JazzReach – "Ellington!" (3 schools)
Music style/art form: A musical and multi-media presentation celebrating the history and musical legacy of Duke Ellington.

Cultural literacy learning points: Played music and taught about the history of the development of jazz, taught about what makes jazz distinct as a music style, and provided a significant amount of information about Duke Ellington and his unique artistry and contributions to the music world. The JazzReach assemblies were presented during Black History Month, celebrating Mr. Ellington's unique contributions as an African American to the world of music.
Modes of engagement: Students were invited to clap and tap along to pieces performed.
Students were also taught words/sounds and invited to sing along with several numbers.

Ripple Theatre Project's "Broadway Time Machine" (19 schools)
Music style/art form: A Broadway-review program celebrating famous music of Broadway, with narration and comedy-based dramatic interaction setting the context for pieces performed. Background music was provided by a keyboard player.

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Cultural literacy learning points: Education about what the term “Broadway Musical” means, and introduction by singing and dramatic interaction to some of the most famous pieces in the Broadway repertoire.

Modes of Engagement: Hand motions, signing along to songs for which words are taught, question and answer engagement with the audience, and participation through reading and singing sign card prompts.

TaikoProject Taiko Drumming (8 schools)

Music style/art form: An American style of Taiko, blending traditional Japanese forms with American innovations.

Cultural literacy learning points: Opportunity to learn about and experience a unique world music art form, teaching about the importance of teamwork in percussion.

Modes of Engagement: Students learned many “Taiko calls” and used them in several participation pieces. The drum team also presented one number where a significant number of volunteers from the audience participated on stage.

Throughout the course of 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 programs, and in many cases, afterwards. A representative of the Redlands Bowl 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.

Objective II: To coordinate with school and district administrators in the four (4) regional districts to be served to schedule 30 MIS assembly sessions with elementary schools, and to schedule 10 MIS assembly sessions with middle schools, by January 31, 2017.

The RBPA achieved its goals of significantly expanding the reach of school music assemblies from 24 schools annually to 40 schools annually (a 67% increase over 2016). Thirty (30) elementary schools, nine middle schools (9), and one (1) continuation high school were scheduled with and served, for a total of forty (40) schools. A total of six (6) regional school districts were served.

The RBPA also achieved its goal of expanding the geographical reach of RBPA assemblies, specifically targeting expanded reach to schools in underserved communities within the city of San Bernardino. School assemblies were carried out in the following cities (number of schools in parentheses): Beaumont (1), Highland (2), Loma Linda (1), Mentone (1), Moreno Valley (4), Redlands (18), Riverside (3), San Bernardino (7), and Yucaipa (3).

A demographic breakdown all schools impacted will be submitted to The Community Foundation, along with 2106-2017 Ed Data Educational Partnership demographic data for each school. Analysis of the data confirms a total of 67.7% percent of students served by the Gimbel grant receive free or reduced school lunches and thus, can be characterized as underserved and/or low income.

As previously mentioned, we increased our service to schools in the economically challenged city of San Bernardino, where administrators expressed gratefulness for our willingness to bring the arts to their students, and shared with us about how few opportunities their students have to see assembly programs like those brought by the Redlands Bowl.

Objective III: To carry out the successful presentation of 40 Music in the Schools assembly sessions, 30 to elementary schools and 10 to middle schools, by June 15, 2017.

All assemblies were carried out by June 15, 2016, with the exception of one which was carried out in fall 2017 due to a cancellation.

In order to evaluate the success of the assemblies, for the first time a SurveyMonkey evaluation poll was sent to school administrators of the schools which participated. Invitations were sent to all 40 schools served, and 22 responses were received.

In five key areas respondents were asked to rate aspects of the assemblies on a 1 to 5 scale, with five being the highest rating. The

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In five key areas respondents were asked to rate aspects of the assemblies on a 1 to 5 scale, with five being the highest rating. The RBPA's average scores were as follows:

Education value (students learned something): 4.32

Entertainment value (students enjoyed the assembly and it held their attention): 4.59

Age-appropriateness (content was appropriate for students): 4.64

Engagement value (students actively participated in the program presentation): 4.59

Motivational value (students were encouraged/inspired to become involved in their own musical endeavors): 4.45

Program strengths affirmed through the survey were the assemblies' entertainment and engagement value.

While we received a high "education value" score of 4.32, we desire to see this score increase. The RBPA will continue to work on increasing the educational value of the assemblies, by working to more directly promote their alignment with elementary and middle school music learning standards.

A suggestion by one administrator was as follows: "It would help to make the productions more educational if an outline about it was provided several weeks ahead of time that could serve as an instructional resource for the teachers."

We see the development of such an outline as a strong and doable suggestion, and something we can work on with the help of our presenting artists in coming years.

In response to our question related to "age-appropriateness," though we received a very high score of 4.64, we had several suggestions requesting some alterations of programs to make them more age appropriate for the youngest elementary students served (grades K-2).

In coordinating future assemblies, we will ask our presenting artists be more aware of age differences between assembly groups at grade schools. We will also ask them to plan specific program modifications based on the age range of the groups to which they present.

Through the survey, we sought to gather data on music participation at schools to establish a baseline for future impact assessment. Though information gathered through this means ended up being somewhat incomplete, the administration of the Redlands Unified School District (RUSD), which is the one district for which we conducted assemblies at all schools, confirmed a total of 3169 students, or 32% of the entire elementary student body, participated in instrumental music in 2016-2017.

We will use these RUSD figures as a baseline for future evaluation and will work to gather similar data from all middle schools served, and elementary schools outside the RUSD.

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

In expanding our reach to schools within the Beaumont and Riverside school districts, we met with challenges in scheduling assemblies with school administrators, as some schools were reluctant to host assemblies having not done so in the past. For the four schools in these regions which did schedule and carry out assemblies, we received very positive feedback.

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

With persistence we successfully scheduled assemblies with three Riverside schools and one school in Beaumont. All four student populations enjoyed the assemblies immensely, and school administrators felt they provided a very valuable arts learning opportunity for their students. Through this effort, we are confident the door is now open to presenting more assemblies in Riverside and Beaumont. By leveraging the trust built at the schools which agreed to host assemblies this year, we will be able to establish relationships with other new schools in the future.

In contrast to Beaumont and Riverside, scheduling new assemblies in the San Bernardino City Unified School District went very smoothly. We believe this is because of the higher awareness of the Redlands Bowl Summer Music Festival and its outreach work in our immediate geographic region.

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

As was done in 2016, the RBPA scheduled its JazzReach middle school assemblies at a time and with a theme appropriate to support Black History Month learning. The Duke Ellington program, "Ellington!," which JazzReach presented was very appropriate for this purpose.

In 2017, the Redlands Bowl Summer Music Festival saw a 28% percent increase in festival audience attendance over 2016. We believe the festival information shared with students at Music in the Schools assemblies, and the festival information flyer sent home to families following assembly sessions, helped contribute to this significant increase in attendance.

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

An overarching goal of the Redlands Community Music Association is "Music for Everyone." Grace Stuart Mullen who founded the Redlands Bowl over 90 years ago, stated when people enjoy beautiful music together, man-made boundaries disappear. We are confident this vision has been increasingly achieved through our expanded 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 RCMA is honored to be part of this process. We are also pleased that students come away from RCMA music assemblies both more knowledgeable about music, and more knowledgeable about other opportunities to attend free music performances and workshops at the Redlands Bowl.

We are deeply appreciative to the Gimbel Foundation for the additional grant funding it provided in 2016-2017 to secure the Shure cordless microphone and portable Bose amplification systems. These systems dramatically increased presentation capacity for our artist groups, allowing them to sing, speak, move about, and dance concurrently. We look forward to using the systems for years to come.

Q14 Please provide a budget expenditure report of the approved line items. Include a brief narrative on how the funds were used to fulfill grant objectives.

Artist Fees (Grant line item: \$25,997, Actual spent: \$26,869)

All Gimbel Grant funding provided for artist fees was spent on artist fees in 2017. The difference between the listed line item and actual amount spent was covered by \$872 of funds left in the "Duplication" line item (see below).

MIS Program Director (Grant line item: \$23,080; Actual spent: \$23,080)

This grant line item was fully expensed for planning, programming, contract negotiation, scheduling, on-site project support, public relations outreach, and reporting work from the inception of the Gimbel Music in the Schools grant through the impact evaluation, and the reporting process. Work included collaboration with artists for program design, interaction, and scheduling with district and school administrators, and development of parent/guardian information/communication sheets.

Production/Duplication of Informational Handouts (Grant line item: \$3,840; Actual spent: \$2,789)

This line item was used to produce and duplicate parent/guardian information sheets about the assembly programs, with the reverse side sharing information about the free Redlands Summer Music Festival concert programming as well as the RCMA's free Children's Summer Music Festival Workshops. Due to printing discounts secured, the printing bills were less than anticipated. The difference was applied to Artist Fees (\$872) and the Bose Audio Engine (\$179) line items.

Artist Meals (Grant line item: \$2,124; Actual spent: \$2,124)

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

Shure ULX-D Digital Wireless Microphone System (Grant line item: \$13,381; Actual spent: \$13,381)

This system allowed the assembly presenters from Ripple Theatre Company to present their "Broadway Time Machine" program with headset microphones. The system dramatically increased the presentation capacities of our artist ensembles, allowing them to sing, speak, move, and dance concurrently. We are very appreciative the opportunity to secure this system, and again, look forward to using it for many years to come.

Bose L1 Model IS Amplifier & Audio Engine (Grant line item: \$2298; Actual spent: \$2477)

This Bose amplifier is a lightweight, portable standing bar amplifier that provided amplification of the sound captured through the Shure digital wireless microphone system. It is rated for audiences of up to 300 persons, so works perfectly in the elementary school multi-purpose rooms. The difference between the line item and actual amount spent was covered by \$179 of the funds left in the "Duplication" line item (see above).

Yamaha MG12 Audio Mixer (Grant line item: \$280; Actual spent: \$280)

This mixer provided the needed connection between the wireless microphone system and the Bose tower speaker.

Tech Support for Sound System: (Grant line item: \$4000, Actual spent \$4000)

Through this line item, professional tech support was engaged to support the outreach programming and run the acquired sound/amplification systems.

Q15 Please relate a success story:

One success story related to our 2017 Gimbel work is a video produced by the Moreno Valley School District celebrating the Redlands Bowl's Music in the Schools assemblies. The Moreno Valley School District is a new partner with us in hosting Music in the Schools Assemblies, having only hosted them for the past two years as part of our Gimbel Foundation-supported expansion of the program.

The video, entitled "Broadway pays a visit to Moreno Elementary School," can be found on YouTube through the following link:
<https://www.youtube.com/watch?v=YztA475HiLU>

It features assembly footage, quotes by Redlands Bowl staff, and quotes by participating students and assembly actors, all celebrating the positive impact of the Music in the Schools initiative on students in the Moreno Valley School District. To date, the video has garnered over 530 views.

Q16 Please relate a success story here:

A second success story relates to a San Bernardino school at which a Ballet Folklórico de Los Angeles with Mariachi Garibaldi assembly was presented. The school was located in one of San Bernardino's most economically challenged neighborhoods, and while most RBPA assemblies are presented in elementary multi-purpose rooms, this school used a large portable trailer classroom for its presentation hall.

Following the assembly, as students were filing out, one young boy was crying and being attended to by his teacher and the school administrator. Worried, I asked the what was wrong, and the school administrator shared with me that he was crying because he felt the music was so beautiful. They were tears of joy.

It is our hope the assembly may have played a role in inspiring him to pursue instrumental music himself through the programs still available in the San Bernardino City Unified School District.

For the first time this year, we were able to bring assemblies to seven (7) schools in the economically challenged community of San Bernardino. The assemblies were incredibly well received there and deeply appreciated by school administrators. It is our goal to continue music assembly presentations to these schools.

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.

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%

Respondent skipped this question

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| | | |
|---|---|------------|
| Q21 Approximate percentage of clients served from grant funds in each age category. | Children ages 06-12 years of age | 61 |
| | Youth ages 13-18 | 39 |
| <hr/> | | |
| Q22 Approximate percentage of clients served with disabilities from grant funds. | Respondent skipped this question | |
| <hr/> | | |
| Q23 Approximate percentage of clients served in each economic group. | Other | 68 |
| <hr/> | | |
| Q24 Approximate percentage of clients served from grant funds in each population category. | Children/Youth (those not included in Family) | 100 |
| <hr/> | | |