



2018 S.L. Gimbel
Foundation Fund
Grant Application

Internal Use Only:
Grant No: <u>20190098</u>

Organization / Agency Information

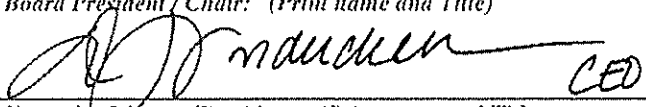

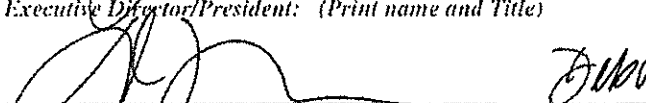

<i>Organization/Agency Name:</i> Arts & Learning Conservatory (A&L)		
<i>Physical Address:</i> 151 Kalmus Dr., Suite G-3, Costa Mesa, CA 92626		
<i>Mailing Address:</i> 151 Kalmus Dr., Suite G-3, Costa Mesa, CA 92626		
<i>CEO or Director:</i> Ms. Debora Wondercheck		<i>Title:</i> Executive Director
<i>Phone:</i> (714) 728-7100	<i>Fax:</i> (866) 287-0715	<i>Email:</i> debora@artsandlearning.org
<i>Contact Person:</i> Ms. Debora Wondercheck		<i>Title:</i> Executive Director
<i>Phone:</i> (714) 728-7100	<i>Fax:</i> (866) 287-0715	<i>Email:</i> debora@artsandlearning.org
<i>Web Site Address:</i> www.artsandlearning.org		<i>Tax ID:</i> 73-1724164

Program / Grant Information

Interest Area: Animal Protection Education Environment Health Human Dignity

<i>Program/Project Name:</i> After School Arts Program (ASAP)			<i>Amount of Grant Requested:</i> \$50,000
<i>Total Organization Budget:</i> \$474,517	<i>Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100):</i> 80%	<i>Per 990, Percentage of Management & General Expenses Only (Column C / Column A x 100):</i> 17%	<i>Per 990, Percentage of Management & General Expenses and Fundraising (Column C+D / Column A x 100):</i> 20%
<i>Purpose of Grant Request (one sentence):</i> This project will provide high-quality, no-cost performing arts programs to students at 10 low-income schools whose performing arts programs are eliminated or substantially curtailed.			
<i>Program Start Date (Month and Year):</i> September 2018		<i>Program End Date (Month and Year):</i> May 2019	
<i>Gimbel Grants Received: List Year(s) and Award Amount(s)</i> 2016 – Award Amount \$26,480 2014 – Award Amount \$11,245 2013 – Award Amount \$8,820			

Signatures

<i>Board President / Chair: (Print name and Title)</i>  CEO	<i>Signature:</i> 	<i>Date:</i> 12/17/18
<i>Executive Director/President: (Print name and Title)</i> 	<i>Signature:</i> 	<i>Date:</i> 12/17/18

2018 S.L. Gimbel Foundation Fund APPLICATION

Narrative

I. Organization Background

In 2004, Debora Wondercheck envisioned a program that could instill a love of the arts in youth of all backgrounds through hands-on learning experiences. Her vision started as a summer performing arts camp with 13 musicians and 8 actors and has since grown into a non-profit organization serving 1,600 students who perform before more than 10,000 community members annually.

Our mission is to make theater, dance, and music education programs accessible to children while equipping them with the tools needed to become successful in life. Our goal is to promote a hands-on experience in the arts to all children regardless of race, age, income, or experience. Our vision is to maximize the potential of each student and to ignite their passion for giving back and enriching his or her community.

Our students learn university-level concepts presented at age-appropriate levels. By offering a unique performing arts experience that is not available at their school, we help the students achieve higher levels of excellence in their personal and artistic abilities. Most importantly, our purpose is to keep a love of theater and the arts alive while instilling valuable life skills that promote teamwork, articulation, public speaking, and refined social skills.

Organizational Accomplishments:

For the past three years, A&L has partnered with the poorest communities in the Orange County and Inland Empire regions to provide community programs for California Visual and Performing Arts Standards-based theater arts productions. During this time, we have achieved the following:

1. In 2017, we were gifted a large facility that positions us for program expansion and to offer spaces to outside groups for rehearsals and performances that will serve the community and provide another revenue stream.
2. Last season, we increased our outreach by 150 students.
3. Our ability to sponsor and/or provide musical instruments for low-income students increased by \$15,000.
4. We performed instrumental concerts at 15 schools that perform 2-3 times annually, averaging 300 at each performance. We produced three main stage performances, five shows each, averaging 400 attendees, and two District Concerts averaging 800 attendees each. Hence, our more than 58 productions attracted an average combined audience of 10,000 members annually.
5. Our musical productions were "The Wiz," "Into the Woods," "Hairspray!," "Peter and the Starcatcher," and "Annie!" with casts averaging 45 students, and audiences ranging from 431 to 1,572 members.
6. We have held over 100 camps with more than 1,000 participants.
7. Our Afterschool Arts Program has enrolled 815 students from 12 school districts, led by 25 of our instructors, and experienced a 20% growth last year.

Recently, we have been recognized several ways, including being selected by the California Arts Council as a panelist on the Arts Committee for the State of California, receiving the "People You Can Count On

Award” from Farmers & Merchants Bank, and being recognized as the “Outstanding Arts Organization of the Year” at the Segerstrom Performing Arts Center.

Hence, we have provided high-quality performing arts programs to schools whose arts programs have been eliminated or significantly curtailed.

Program Activities:

A&L serves economically disadvantaged K-8 students by offering a variety of interdisciplinary art programs in theater and music. Our key programs include:

In-Studio Performing Arts Education Classes—weekly on-site classes in music, acting, dance and theater for children ages 3 and older. These classes incorporate ensemble-building techniques that facilitate an equitable and active learning environment for a range of ages and abilities.

Afterschool Performing Arts Program (ASAP)—weekly school-based arts enrichment classes in dance, musical theater, band, strings, choir, and other disciplines. ASAP targets lower-income, disadvantaged, at-risk elementary and middle-school youth attending schools with eliminated or curtailed performing arts programs. Classes equip students with life skills and artistic training through hands-on learning. Our on-campus programs include: Beginning Band, Intermediate Band, Beginning Strings, Intermediate Strings, Advanced Strings, Ukulele, Show Choir, Dance, and Musical Theater.

Theater and Music Camps—summer and school break camp programs that run Monday through Friday for three hours a day featuring dance, music, and theater. Camps are provided in collaboration with area schools and UC Irvine, culminating in a staged performance for invited guests.

Youth Mainstage Theater Productions—annual community productions engage children of all ages in 60 hours of instruction that cover the full scope of production including press, photos, costumes, makeup, and live stage performances. Each year, A&L creates several children’s theater productions open to the community. These performances allow young people to further explore the arts and build upon the skills they learned at A&L.

In addition to our key programs, we offer private lessons, on-campus instrumental classes, Literature to Life Theater, and our interdisciplinary Artist-in-Residency program.

A&L serves 29 elementary and middle schools in underserved neighborhoods across ten districts in the counties of Orange, Los Angeles, and San Bernardino.

II. Project Information:

A) Statement of Need

Budget Cuts Slice Away Critical Success Factors

In recent years, state budget cuts have reduced or eliminated arts education programming at many of our schools. While much attention is placed on promoting Science, Technology, Engineering and Mathematics (STEM), the Arts are consistently overlooked in the educational equation. However, it is widely documented that arts education, like STEM, better prepares students for success in the 21st century:

-Students at schools with excellent music programs had higher English test scores across the country than students in schools with low-quality music programs; this was also true when considering mathematics (Journal for Research in Music Education, June 2007; Dr. Christopher Johnson, Jenny Memmott).

-Regardless of socioeconomic status or school district, students (3rd graders) who participate in high-quality music programs score higher on reading and spelling tests (Hille, Katrin, et al. "Associations between Music Education, Intelligence, and Spelling Ability in Elementary school." Adv Cogn Psychol 7, 2011: 1–6. Web. Accessed February 24, 2015).

-Students in high-quality school music education programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of community (Nature Neuroscience, April 2007).

It has been shown that arts education students score 20% higher on the SAT and are three times more likely to graduate from college. Hence, arts education promotes academic and lifetime success by giving students a boost in their ability to compete for college entrance, to graduate from college, and, therefore, to pursue a rewarding career.

Arts Education Teaches Essential Life Skills in a Nurturing Environment

Universal skills and characteristics developed through arts education like innovation, collaboration, problem solving, verbal and non-verbal communication, perseverance, and confidence directly support our students' ability to achieve long-term success. Our arts education programs promote the development of these skills. A&L believes that all students should have an inspiring and gratifying opportunity to excel in the arts in a fun, nurturing environment.

Disadvantaged Students Need New Patterns of Success

ASAP is impactful because more low-income children throughout the region receive high-quality, low- and no-cost arts education. The students we serve represent the ethnic and socioeconomic diversity of our community. In the 29 schools served by ASAP, overall, 46% of the 16,600 students are Hispanic/Latino, 33% are Caucasian, 13% are Asian, 4% are multi-ethnic, and 1% are African American. Across all school districts served, 42% of the students qualify for Free and Reduced-Price Meals, a national indicator of poverty. Within our Title I Schools, the students served are predominately Hispanic/Latino and primarily low-income with 80%-90%+ living at or below the federal poverty level. Nearly 16% of the students are English Language Learners (ELL).

Your gift will give disadvantaged students an opportunity to replace poverty-cycle thinking with new patterns of success. They will envision an upward life path that can lead to accomplishments greater than they ever thought possible.

B) Project Description

After School Arts Programs (ASAP) equip students for academic and lifetime success that will open doors to university-level scholarships. Lesson plans meet Visual and Performing Arts Education and Common Core Education standards. We seek to replace their acceptance of the cycle-of-poverty lifestyle with a college-bound or career-building outlook. Students develop universal skills such as problem solving, craftsmanship, teamwork, concentration, and memory, thus improving their study habits, discipline, and self-esteem.

Where We Teach

We teach in 29 schools across nine districts in four Southern California counties. Our on-campus programs include: Beginning Band, Intermediate Band, Beginning Strings, Intermediate Strings, Advanced Strings, Ukulele, Show Choir, Dance, and Musical Theater. In addition, we teach at our studio facility in Costa Mesa. Each minimal-cost or no-cost program is offered weekly after school.

Program Goals

Among ASAP's goals are that students will:

- 1-Gain technical skills, musical awareness, and understanding of theater, dance, instrumental music, and voice.
- 2-Develop life skills, including discipline, memorization, study habits, creativity, and teamwork.

3-Be instilled with the desire to create excellent work in the arts and in all areas of study and life.

Activities

Each program offers weekly 60- or 90-minute sessions in class or after school during the academic year. The disciplines taught include dance, music, theater, song, acting, directing, lighting, sound, and costuming.

Instructors teach stage terminology, theater exercises, and how to "read" others through non-verbal communication. Theater instructors teach memorization of lines and stage positions, choreography, and vocal instruction. They give the background and context behind each production, so students perform with understanding. Students develop life skills such as confidence, creativity, accountability, focus, problem solving, acceptance of others, and the appreciation of other cultures and their differences. The students give 3 to 5 performances yearly, with each show involving 2 or 3 two-hour rehearsals per week for 10 to 12 weeks. Show cast sizes range from 25 to 60 students.

Music instructors teach students to read music, count rhythms, teamwork, and verbal and non-verbal communication through music cues. Students learn ear training and tone recognition. They develop coordination and fine motor skills while increasing abstract and creative thinking. Students perform three or four times yearly and rehearse once or twice a week for one hour. Class sizes range from 8 to 25 students and average 12 students per class.

Helping Students Succeed

All our instructors help their students succeed through weekly and monthly tests, incentives (stickers and treats), observation with real-time positive reinforcement, keeping practice records, and by giving progress reports.

ASAP is unique because it reestablishes performing arts programs to public schools at no cost to the schools. We use existing classrooms to deliver high-quality performing arts curricula. In addition, classes must find creative approaches to producing high-quality performances using scarce resources. ASAP is inclusive because it welcomes students with diverse backgrounds, needs, and abilities. We explore each student's talents to see how they can be used for their benefit.

Hence, ASAP is a suite of defined programs that teach students artistic and life skills.

C) Project Goal, Objectives, Activities & Expected Outcomes

Project Goal:

During the grant award period, our goal is to give a voice to 350 students who believe they have none. As students create new patterns of success through this program, they will envision an upward life path that can lead to accomplishments greater than they ever thought possible. We are working with universities to create opportunities for students to think big and for families to understand that college is possible through arts scholarships.

The project goals are to reestablish theatre programs in disadvantaged schools, to expand the students' arts experience, to build self-confidence, and to improve reading and reading comprehension skills. A&L's lesson plans are designed to develop the participant's skills in the domains of teamwork, articulation, public speaking, and social skills. In addition, each week's activities and assessments are created to match specific grade-level expectations set by the California Department of Education's VAPA standards.

Project Objectives:

To engage approximately 350 lower-income, disadvantaged, at-risk students at 10 elementary and middle schools through performing arts production activities during the 2018-19 school year. The schools to be served are: Adams Elementary and Horace Ensign Intermediate in the Newport-Mesa Unified School District; Panorama Elementary in the Orange Unified School District; and Buena Vista Arts - Integrated, El Camino Elementary, Elderberry Elementary, Monte Vista Elementary, Richard Haynes Elementary, Ulysses Grant Elementary, and Vista Grande Elementary in the Ontario-Montclair School District.

Each program offers twice-weekly 60- or 90-minute sessions. Our teaching staff of 24 working professional artists hold BA degrees in their specialty, of which 10 hold masters degrees. Staff member tenure range is 2-10 years and average tenure is four years. See attached bios for detailed instructor qualifications.

The overall objective will be to produce 20 musical theater performances and events. These performances will serve a combined audience of 7,500 members.

Program Activities:

A&L serves economically disadvantaged K-8 students by offering a variety of interdisciplinary art programs in theater and music. Our key programs include:

In-Studio Performing Arts Education Classes—weekly on-site classes in music, acting, dance and theater for children ages 3 and older. These classes incorporate ensemble-building techniques that facilitate an equitable and active learning environment for a range of ages and abilities.

Afterschool Performing Arts Program (ASAP)—weekly school-based arts enrichment classes in dance, musical theater, band, strings, choir, and other disciplines. ASAP targets lower-income, disadvantaged, at-risk elementary and middle-school youth attending schools with eliminated or curtailed performing arts programs. Classes equip students with life skills and artistic training through hands-on learning. Our on-campus programs include: Beginning Band, Intermediate Band, Beginning Strings, Intermediate Strings, Advanced Strings, Ukulele, Show Choir, Dance, and Musical Theater.

Theater and Music Camps—summer and school break camp programs that run Monday through Friday for three hours a day featuring dance, music, and theater. Camps are provided in collaboration with area schools and UC Irvine, culminating in a staged performance for invited guests.

Youth Mainstage Theater Productions—annual community productions engage children of all ages in 60 hours of instruction that cover the full scope of production including press, photos, costumes, makeup, and live stage performances. Each year, A&L creates several children’s theater productions open to the community. These performances allow young people to further explore the arts and build upon the skills they learned at A&L.

In addition to our key programs, we offer private lessons, on-campus instrumental classes, Literature to Life Theater, and our interdisciplinary Artist-in-Residency program.

A&L serves 29 elementary and middle schools in underserved neighborhoods across ten districts in the counties of Orange, Los Angeles, and San Bernardino.

Expected Outcomes:

The expected cognitive outcomes of the above activities are that the 350 students will

- Experience hands on instruction in theater, voice, musical instruments, and dance,
- Develop artistic talents and skills,
- Participate in performances,
- Enhance retention, comprehension, analysis, and interpretation skills,
- Increase critical thinking skills, and
- Increase articulation and public speaking skills.

While acquiring artistic skills and knowledge, students will experience developmental outcomes that include

- Increased self-esteem,
- Flourishing creativity,
- Greater appreciation for the performing arts, and
- A desire to pursue an arts career.

Students will grow socially as they

- Increase social skills,
- Appreciate teamwork,
- Learn cooperation, and
- Learn empathy.

Evaluation:

The ASAP curricula aligns with the California Visual & Performing Arts Standards with the goal that each student would master grade-level standards. Our evaluation methods are consistent with the students' regular academic courses' evaluation methods.

We assess students at the beginning of school year and issue mid-term and year-end progress reports. Teachers are evaluated for curriculum alignment with Core Standards. We work with superintendents to monitor class participation (attrition), and attendance.

Testing and observation will assess the students' ability to:

1-gain technical skills and understanding of theater, dance, instrumental music, and voice instruction.

2-demonstrate proper performance.

3-develop positive attitudes towards musical learning.

5-enhance interpersonal skills.

6-report increased self-esteem and self-confidence through practicing, rehearsing, and performances.

A&L will measure student learning outcomes by pre-assessment, formative assessment, and summative assessment. Formative, on-going assessment helps address individual needs and improve learning outcomes. At the end of each weekly session and at the end of the program, each student will be measured on their enthusiastic participation in theater production, including directing, acting, and back stage production. Instructors will observe and record each student's demonstration and understanding of theater terms, their enthusiasm, and their desire to improve their role.

Summative assessment shows how students have met instructional goals. The assessment is the theater performance designed to assess the student's mastery of vocal projection, staging, and blocking.

These assessments will guide future instructional planning for productions. Students will complete surveys to assess the instructors and the program that will help us improve our instructional activities.

D) Timeline

Provide a timeline for implementing the project. State the start date and ending date of the project, include timeframes for specific activities, as appropriate.

Each performing arts program offers weekly 60- or 90-minute sessions that are held in-class or after school during the academic year.

Our theater students will put on 1-3 performances, with each show involving 2 or 3 two-hour rehearsals per week for 24 weeks. Show cast sizes range from 20-60 students.

As part of our overall ASAP programs for the 29 schools we serve, music students perform 3-4 times per year and rehearse once or twice a week for 1 hour. Class sizes range from 8-25 students and average 12 students per class. There are no music students in this 10-school grant.

E) Target Population

Who will this grant serve? How many people will be impacted? Provide a breakdown: Number of Children, Youth, Adults, Seniors, Animals.

We serve schools that struggle to provide high-quality arts instruction. This grant will serve 10 elementary and middle school participants, ages 6-13, in the poor neighborhoods of Orange County and the Inland Empire. It will serve areas of Costa Mesa in Orange County and areas of Colton and San Bernardino in the Inland Empire. In addition, an estimated 7,500 audience members will be served as they attend and are enriched by the students' performances during the school year.

The students we serve represent the ethnic and socioeconomic diversity of our community. In the 10 schools this project will serve, 71% of the 6,140 students are Hispanic/Latino, 21% are Caucasian, 3% are Asian, 3% are multi-ethnic, and 2% are African American. Across all schools served, 67% of the students qualify for Free and Reduced-Price Meals, a national indicator of poverty. Within our Title I Schools, the students served are predominately Hispanic/Latino and primarily low-income with 80%-90%+ living at or below the federal poverty level. More than 24% of the students are English Language Learners (ELL).

This project will be impactful because more low-income will receive high-quality, no-cost arts education.

F) Projects in the Community

How does this project relate to other existing projects in the community? Who else in the community is providing this service or has a similar project? Who are your community partners (if any)? How are you utilizing volunteers?

Very few schools offer on-going performing arts theatre as part of their curriculum. Similar programs are offered by Riverside Children's Theatre and The Looking Glass Studio. Both charge monthly fees from \$48 to \$400.

We collaborate with 29 elementary and middle schools in nine school districts in the counties of Orange, Los Angeles, Riverside and San Bernardino to provide on-site, after-school instruction. In addition, we have established working relationships with universities, such as UC Irvine, Cal State University Fullerton, Cal State University Long Beach, and Vanguard University. For example, university interns provide free tutoring and group lesson support. UC Irvine collaborates with us in our camp programs.

We could not possibly produce 35 yearly performances without our pool of 400 dedicated volunteers. They assist teaching artists in class, sets, painting, costumes, backstage, ushers, gift table, box office, greeters, and other countless tasks that make each performance a success.

G) Use of Grant Funds

How will you use the grant funds?

With the support of the Gimbel Foundation, A&L will offer Afterschool Performing Arts Programs to reestablish arts education programs that have been eliminated or substantially curtailed in public schools due to lack of funding. The programs offer free and low-cost afterschool classes to Title I schools in Colton, Whittier, Buena Park, Huntington Beach, Costa Mesa, and Fountain Valley. They are available to the 16,600 students who attend 29 schools in

these cities. Specifically, with your generous gift, we will be able to bring high-quality performing arts education to 10 of the 29 schools at no charge to those students. The 10-month classes teach elementary and middle-school students music theory, how to play instruments, and musical theater, along with rehearsal and performance techniques. The curriculum fosters proficiency in the performing arts and youth development. The project culminates in assemblies at each school for over 6,140 of their peers! Hence, the students develop a love for the arts while creatively connecting with their community. The S.L. Gimbel Foundation will enable disadvantaged and at-risk students to connect artistically with their community by paying for consultant teaching artists, director and assistant salaries, costumes, props, lighting, scripts, and incentives for the students.

III. Project Future

A) Sustainability

More than 83% of our annual agency revenue is received through program fees. After School Arts Education is sustained through low-cost education fees that comprise 85% of its budget. Through fundraising events and regular grant submissions, we receive donations from individuals, corporations, foundations, and state government.

Thus, this program is sustainable via program fees, donations, and grants.

IV. Governance, Executive Leadership and Key Personnel/Staff Qualifications

A) Governance

Our small, but growing Board of Directors brings a wealth of education, performing arts, business, and fundraising experience to A&L. Our 16-member Board of Advisors supports the Board of Directors across many disciplines such as law, marketing, business, entrepreneurship, public education, and banking. Our dedicated directors and advisors provide the governance and guidance that has helped make A&L a thriving and growing performing arts education agency. Our on-going decision-making process is based on proposals distributed to the board members for review in advance of our regularly scheduled Board meetings. After the proposals have been reviewed and vetted by board members, they are included in the Board meeting agenda for group discussion and approval. The Board members receive regular operations and financial reports that are reviewed during the board meetings and issues requiring action are delegated to the Executive Director.

B) Management

Describe the qualifications of key personnel/staff responsible for the project.

Debora Wondercheck, MFA, Founder and CEO

Under Debora's leadership, A&L has grown from 21 students to more than 1,600 in just a decade, and its audiences now extend to 10,000 annually. Debora was recognized at the Segerstrom Performing Arts Center by Arts Orange County and received the "Outstanding Arts Organization" Award. Debora is recognized as a Master Teacher in Irvine and Newport Mesa school districts, Adjunct Professor of Music at Vanguard University, Arts Consultant to many school districts, Director of Music at the Waldorf School of Orange County, and currently serves as a panelist of the California Arts Council.

Cheryl Cormier, Operations/Development Director

Cheryl offers more than 30 years of professional experience in the insurance industry and non-profit management. Cheryl has served the non-profit sector for 17 years, working with several educational institutions from primary-elementary, secondary-high schools, and community college. Cheryl is responsible for all operational aspects of A&L's programs.

We engage 21 working professional artists who teach an average of 6 to 14 hours per week. All teachers have Bachelor of Arts degrees and 60% have earned Master of Arts degrees. Their time teaching with us ranges from 3 to 15 years with a combined experience of 48 years.

2018 S.L. Gimbel Foundation APPLICATION

Organization Name:

Arts and Learning Conservatory

V. Project Budget and Narrative (Do not delete these instructions on your completed form).

A) **Budget Table:** Provide a detailed line-item budget for your entire project by completing the table below.

Requested line items should be limited to Ten (10) line items. The less the better.

A breakdown of specific line item requests and attendant costs should include:

- 1) Line item requests for materials, supplies, equipment and others:
 - a. Identify and list the type of materials, supplies, equipment, etc.
 - b. Specify the unit cost, number of units, and total cost
 - c. Use a formula/equation as applicable. (i.e. 40 books @ \$100 each = \$4000)
- 2) Line item requests for staff compensation, benefits: **Do not use FTE percentages.**
 - a. Identify the position; for each position request, specify the hourly rate and the number of hours (i.e. \$20/hr x 20 hours/week x 20 weeks = \$8,000)
 - b. For benefits, provide the formula and calculation (i.e. \$8,000 x 25% = \$2,000)
- 3) Line items on Salaries/Personnel included in budget (contribution or in-kind) but NOT requested from the Gimbel Foundation must be broken down per number 2) above: Provide rate of pay per hour and number of hours.
- 4) Line Item Description should be **no more than two lines**; otherwise, it will get cut off. Additional descriptions should be included in the Budget Narrative.

Line Item Request	Line Item Description (Maximum two lines)	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel/TCF	Line Item Total of Project
A&L Chief Executive Operations	5% of time to oversee the production	2,100			2,100
Programs Manager	Administrative support to Directors/Production team	1,500	1,500		3,000
Theater Director	24 wks x 2.5 hrs = 60 hrs @ \$40/hr + 9 hrs for 3 perform. @ 10 schools			27,600	27,600
Music Director	24 wks x 2.5 hrs = 60 hrs @ \$40/hr + 9 hrs for 3 perform. @ 10 schools		16,600	11,000	27,600
Choreographer	24 wks x 2.5 hrs = 60 hrs @ \$25/hr + 9 hrs for 3 perform. @ 10 schools		6,850	10,400	17,250
Props, Lights Sound, Sets	\$1,200 per school @ 10 schools	5,000	6,000	1,000	12,000
Costumes	\$25 per student x 350 students	5,150	3,600		8,750
TOTALS:		\$ 13,750	\$ 34,550	\$ 50,000	\$ 98,300

B) Narrative: The budget narrative is the justification of “how” and/or “why” a line item helps to meet the project deliverables. Provide a description for each line item request as necessary. Explain how the line item relates to the project. If you are requesting funds to pay for staff, list the specific duties of each position. See attached SAMPLE Project Budget and Budget Narrative

1. A&L: Executive Director – Oversee entire program for all 10 schools.
2. Theatre Director – Manage and coordinate all the activities for the performing arts theatre and literacy program including acting education, coordination with all other instructors, and liaison with parents and school staff. Main contact for the school. 24 weeks x 2.5 hours = 60 hrs @ \$40/hr + 9 hrs = \$2,760 @ 10 schools.
3. Music Director – Instruct the music score to all students. Provide music and any instrumental direction. 24 weeks x 2.5 hours = 60 hrs @ \$40/hr + 9 hrs = \$2,760 @ 10 schools
4. Choreographer – Provide dance and choreography instruction to all students. 24 weeks x 2.5 hours = 60 hrs @ \$25/hr + 9 hrs = \$1,725 @ 10 schools.
5. Program Manager – Provide administration support for all schools and staff. This could include coordination for special needs such as additional rehearsals, unusual props for specific characters, or additional coordination needed for sets. 75hrs @ \$40hr = \$3,000
6. Props, Lights, Sound, Sets – Cost for equipment needed for 10 schools, \$12,000 *Note: Each play will be performed on different weeks so the same equipment & team will be used.
7. Costumes – Cost of costumes \$25 @ 350 students \$8,750

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VI. Sources of Funding: Please list your current sources of funding and amounts.

Secured/Awarded

Name of Funder: Foundation, Corporation, Government	Amount
Bosserman Foundation	\$2,000
The State of California – California Arts Council	\$11,000
Costa Mesa Community Foundation	\$2,500
Ignite Foundation	\$ 12,000
OCCF	\$ 8,000
	\$
	\$
	\$

Pending

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
Boeing Community Grant	\$ 50,000	Oct. 2018
Pacific Life	\$ 20,000	Nov. 2018
	\$	
	\$	
	\$	
	\$	

Diversity of Funding Sources: A financially healthy organization should have a diverse mix of funding sources. Complete those categories that apply to your organization using figures from your most recent fiscal year.

Funding Source	Amount	% of Total Revenue	Funding Source	Amount	% of Total Revenue
Contributions	\$28937	4 %	Program Fees	\$347943	55 %
Fundraising/Special Events	\$ 525	0 %	Interest Income	\$	%
Corp/Foundation Grants	\$166895	26 %	Other:	\$71592	12 %
Government Grants	\$16800	3 %	Other:	\$	%

Notes:

2018 S.L. Gimbel Foundation APPLICATION

VII. Financial Analysis

Agency Name: Arts and Learning Conservatory

Most Current Fiscal Year (Dates): From January 2017 To: June 2017

This section presents an overview of an applicant organization’s financial health and will be reviewed along with the grant proposal. Provide all the information requested on your **entire organization**. Include any notes that may explain any extraordinary circumstances. Information should be taken from your most recent 990 and audit. **Double check your figures!**

Form 990, Part IX: Statement of Functional Expenses

1) Transfer the totals for each of the columns, Line 25- Total functional expenses (page 10)

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
\$ 193,053	\$ 154530	\$ 32704	\$ 5819

2) Calculate the percentages of Columns B, C, and D, over A (per totals above)

- Program services (B) – A general rule is that at least 75% of total expenses should be used to support programs
- Management & general administration (C) – A general rule is that no more than 15% of total expenses should be used for management & general expenses
- Fundraising (D) – A general rule is that no more than 10% of total expenses should be used for fundraising

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
193,053	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	80 %	17 %	3 %

3) Calculate the difference between your CURRENT year budget for management & general expenses and your previous management & general expenses per your 990 (Column C)

Percentage of Organization’s <u>Current</u> Total Budget used for Administration	Column C, Management & general expenses per 990 above	Differential
36 %	17 %	19 %

If the differential is above (+) or below (-) 10%, provide an explanation:

Since we filed a short year tax return (6 mos) in order to bring the Organization onto a fiscal reporting period we have used only 1/2 of the expense budget to be able to analyze the year over year change correctly.

2017 S.L. Gimbel Foundation APPLICATION

Quick Ratio: Measures the level of liquidity and measures only current assets that can be quickly turned to cash. A generally standard Quick Ratio equals 1 or more.

Cash	+ Accounts Receivables	/Current Liabilities	= Quick Ratio
\$ 124,611	\$ 78,000	63,958	1.94

Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end	Excess or (Deficit) Prior fiscal year end
\$ 60,731	\$ 54,515

Notes:



Musical Theater Artists



Founder, CEO and Producer (Beauty & the Beast)

Debora Wondercheck is the Founder and CEO of the Arts & Learning Conservatory (A&L), an inspirational arts education program now celebrating 14 years of influential growth in Orange County. Starting with only four performances a year and growing to over 35 county-wide, Debora expanded A&L's reach in just a decade, from 21 students to over 1,500, and its audiences now extend to 10,000 annually. Debora also currently serves as Director of Music at the Waldorf School of Orange County (unanimously superior rated orchestra of SCSBOA). She is the founding conductor of the Bellagio Strings Youth Orchestra of OC. Debora is an accomplished Master teacher of string pedagogy having taught at Vanguard University, Irvine Unified School District, and Newport Mesa Unified District.

As for awards, on behalf of A&L, Debora is a recent winner of the Outstanding Arts Organization Award from Arts Orange County for the creation of effective arts and education programs to youth. In 2015, Farmers & Merchants Bank honored Debora with the "People You Can Count On" award. Earlier in 2014, Debora was presented the Distinguished Woman of Substance Award of Orange County. In 2012, Debora received the Links Incorporated Woman of Service Award, for Exemplary Community Service to youth for her After School Arts Programs. Debora has also received the Teacher of Excellence Award from the Newport Mesa Unified District.

Debora embraces her community with participation on various arts commissions like the Cultural Arts Committee for the city of Costa Mesa, the Arts Alliance of California, and the Orange County Music and Arts Administrator Association.



Keenah Armitage – Director

Keenah is a Broadway veteran, biz coach, mentor and educator formerly with the nationally ranked musical theatre program at Texas State

University. "With over 15 years as a professional Broadway actor and Instructor, my life's work in theatre has always been to preserve the rich and diverse history and to bring that to the world. My passion for Show Biz has presented me with incredible opportunities in leadership and artistry throughout my life career, and I am highly determined to leave this as my legacy."



Sharon Kelhm-Assistant Director

Sharon Jakubecy is an AmSAT Certified Alexander Technique teacher who has always enjoyed the art of dancing and choreographing. With clients in Dancing with Stars, True Blood, Castle, and the LA Philharmonic, Sharon Jakubecy helps lawyers, writers, doctors, teachers, singers, actors, musicians, and business executives achieve peak performance. She was on the faculty at Stella Adler Studio and American Academy of Dramatic Arts in Los Angeles for over 8 years.



Kelsey Somerville – Stage Manager

Kelsey Somerville is so excited to be working with Arts & Learning! She has been professionally stage managing musicals, straight plays and live concerts for the past 3 years. Some credits include Comedy of Errors, Les Miserables, Willy Wonka, Joseph and the Amazing Technicolor Dreamcoat, I Love You You're Perfect Now Change and Journey to the West. Kelsey is also the production stage manager for a nationally touring Beatles tribute band, Abbey Road. She would be nowhere, however, without the love and support of her family and friends. There's no place like home.



Jenny Shaw -Choreographer

Jenny recently moved to California from England, where she worked as Director of Performing Arts at a large Secondary school for 8 years. This role included directing, producing, choreographing and vocal coaching 12 major productions and numerous smaller ones, including productions such as High School Musical, Return to the Forbidden Planet and Honk! Jenny trained in Drama and Dance at Birmingham University and in teaching at the London Central School of Speech and Drama. She moved to California last year with her wonderful husband Jon and she currently works as a musical theatre actress. Recent roles include Anna in The King and I (Candlelight Pavilion), Beggar Woman in Sweeney Todd (Candlelight Pavilion), Velma Von

Tussle in Hairspray (Welk Theatre) Alma Hix in The Music Man (Musical Theatre West). Jenny feels so lucky to be active in the exciting world of Californian theatre and especially fortunate to have the opportunity to train such wonderful and inspiring young performers.



Diana Thompson – Costumer

Diana has a diverse background in both the theater and non-theater world. Her passion includes costuming and event management. She began her professional journey coordinating a large children’s day program which included both on-site activities and field trips. From there, her journey took her to the office world where she became an executive assistant.

While there, she managed several events, both large and small each year. Her experience in costuming has been a constant, and stretches back over twenty years.

AFTERSCHOOL ARTS PROGRAM (ASAP)

SAMPLE: INSTRUMENTAL TEACHING ARTISTS BIOS

Name: Debora Wondercheck

Title: Founder and CEO, Arts & Learning Conservatory

Debora is Founder and Executive Director of the Arts & Learning Conservatory which is now celebrating 14 years of influential growth in Orange County. Debora expanded the Arts & Learning Conservatory's reach in just a decade, starting with one music summer camp and growing to over 40 classes county-wide. Classes have successfully grown from 21 students a year to over 1,500 and bring in audiences that now extend to over 10,000 annually.

Debora is an accomplished Master teacher of string pedagogy and has taught at Vanguard University and at both Irvine and Newport Mesa Unified School Districts. She serves as an Arts Consultant to many school districts, and is an Adjunct Professor of Music, and the Director of Music at the Waldorf School of Orange County where her orchestras have received Unanimous Superior ratings at local and regional festivals yearly.

As for awards, in 2016, the Conservatory was honored as a Community Arts Partner of Disneyland. In 2015, Debora was honored by Farmer & Merchants Bank for her commitment to youth and arts education. In 2014 she was the recipient of the Distinguished Woman of Substance Award of Orange County. Debora was also recognized by Arts Orange County with their 2014 Achievement Award, "Outstanding Arts Organization" for the Arts & Learning Conservatory's effectiveness in their outreach to youth through its arts education programs. In 2012, Debora received the Links Incorporated Woman of Service Award, for exemplary community service to youth in her After School Arts Programs.

Debora continues to embrace her community with participation on various arts commissions, such as the California Arts Council, the Arts Alliance of California, and the Orange County Department of Education Music and Arts Administrator Association. Debora considers it a high privilege to now serve on the board of Arts Orange County as she continues to serve children, their families, and our communities with inspiring programs that develop "confidence and creativity ...for life".

Debora will apply her music, education, and production knowledge, skills, and experience to meet the goals of this project to expose students to performing arts education and enroll them in A&L's ASAP programs.

Name: Agnieszka Borzuchowski

Title: Teaching Artist – Strings

Agnieszka has been playing the violin for 21 years. She was trained in Classical violin and is finishing her Master's Degree in Violin Performance at the Bob Cole Conservatory of Music where she held the position a Principle 2nd Violin and Concertmaster. She has been part of the Young People's Symphony Youth Orchestra, Berkeley Youth Orchestra, Oakland Youth

Orchestra, and the University Symphony Orchestra at CSU, Long Beach. She has traveled with orchestras and played all over the world. Agnieszka teaches violin to people of all ages, at schools and privately, and is the conductor of the Long Beach Chamber Music Group. She performs with the La Mirada Symphony and the Plaza String Quartet in addition to focusing on her contemporary violin endeavors with the Vicious Kinids.

Name: Sukyi Choi

Title: Teaching Artist – Strings

Sukyi Choi-Kim is a private violin teacher, as well as a string instructor in Fountain Valley elementary schools for the Arts and Learning Conservatory. Mrs. Kim studied at the Colburn School of Performing Arts before earning her Bachelor of Music degree in Violin Performance from the Cole Conservatory of Music at CSU, Long Beach. She earned a Master of Music in Violin Performance, as well as a Graduate Certificate in Suzuki Teaching, from the Lamont School of Music at the University of Denver. Mrs. Kim started teaching violin in 2004 through the Rainbow Music Academy, a non-profit organization that brings music to underprivileged children. While there, she was awarded a Certificate of Recognition from the City of Los Angeles for her work. Mrs. Kim has continually taught children of all ages and levels. States Mrs. Kim, "I am in love with teaching young children, and have found it challenging, inspirational, and rewarding."

Name: Edwin Lovo

Title: Teaching Artist – Brass

Edwin started playing trumpet at age 14. He excelled quickly and played in honor bands throughout high school. He earned a degree in Music Performance and Education at CSU, Fullerton where he won the Rodger Vaughn award, a yearly award given to the best musician. He played in the top wind ensemble, brass ensemble, jazz band, and orchestra. He has also played in the La Mirada Community Orchestra and has played trumpet in the Tournament of Roses Parade for the past 7 years. He has been public teaching for more a year now and has been teaching privately for 7 years. Last year, he began teaching music at Waldorf School of Orange County at the middle school level and, this year, he will also be teaching the high school level. He looks forward to teaching young students what music has to offer and how fun it can be to play music.

Name: Lawrence Auble

Title: Teaching Artist- Wood Winds/ Percussion

Lawrence "L.A." Auble has over 27 years' experience as an educator, professional jazz musician, band and orchestra director. L.A.'s teaching style and enthusiasm has led to the growth of every program he has been involved with. Many of his students have pursued professional careers in performance and teaching. L.A. wrote Western Association of Schools and Colleges (WASC) approved Advanced Placement (AP) curriculum for concert and jazz bands as director at Santa Margarita Catholic High School. Some of L.A.'s professional musician accomplishments include recording and producing his own Jazz Compact Disc Straight Ahead, Radio Airplay from KKJZ, KSBR, WDNA, and playing live on KSBR. L.A. has also appeared on MTV.

L.A. has been mentored by many amazing music educators and administrators. He now mentors students to help them achieve musical and personal goals. L.A. delivers high quality education and enthusiastically shares his vast multi-instrumental knowledge in a fun and safe environment.

Name: Shaun Carmer

Title: Teaching Artist – Brass

Mr. Shaun Carmer is a young and enthusiastic music educator and performer specializing in brass and percussion techniques. He studied music performance and jazz theories at Fullerton College in 2009. Since then, Shaun has been performing on National television for more than six years and plays in front of 1,200 people on a nightly basis. He has shared the stage with music greats: Wayne Bergeron, Willie Murillo, Sam Most, Mark Pender, Kye Palmer, Francisco Torres plus many others. Mr. Carmer has performed at the Fullerton Jazz Fest and The Monterey Jazz Festival among other prestigious events. Mr. Carmer has been teaching students for the past six years. He believes in teaching his students how to apply musical concepts in other subjects and how to utilize those skills in real life.

Name: Tammy Kanei

Title: Teaching Artist – Strings

Tammy Kanei teaches private lessons and Strings in the Huntington Beach School district. Her main instrument of emphasis is the violin, studying and performing for 17 years. She studied music at Vanguard University and led its orchestra as the concert master violinist. Tammy has as performed in musicals, at churches, and in different parts of the world. Her hope with music is to be able to pass on her passion, joy, and skills through teaching!

Name: Art Ortiz

Title: Teaching Artist- Guitar/Voice/Piano

Art Ortiz has 21 years of experience traveling as a full-time Christian recording artist and evangelist in over 4000 performances. He has a B.A. degree in Vocal Performance and Music Education from Azusa Pacific University. Moreover, he has produced, choreographed, and directed 50 drama and musical productions; from small intimate venues to expansive state of the art amphitheaters across the U.S. For the past 4 years Mr. Ortiz has been the vocal and theatre director for A&L. He is a composer, soloist, and a gifted pianist, with numerous private vocal and piano students. A well-respected teacher/director for TakeLessons, WyzAnt, Virtuosos Russian Music Academy, Shoreline Academy of the Arts, and Musical Theatre of Orange County. Notably, he is a recording artist in his own right with 10 recordings, traveling across country nationally and in 13 countries internationally.

Name: Charley Miller

Title: Teaching Artist- Guitar

Charley Miller began studying piano at the age of eight. He received a BA in music at Oklahoma Baptist University and California State University at Dominguez Hills, and received a degree in Organizational Leadership from Biola University. He is the Music Teacher for Peninsula Heritage School in Rolling Hills Estates, and a private instructor in piano, guitar and ukulele. He has worked as music director or pit musician in more than 30 theater productions. Charley is also

actively involved in music at Life Covenant Church in Torrance and serves on the board of directors of Loving One by One Ministries. He has traveled several times to Uganda to participate in medical and educational relief efforts. He counts it a joy to be part of the Arts & Learning Conservatory team.

SAMPLE: THEATER TEACHING ARTISTS BIOS

Name: Vanessa Evans

Title: Teaching Artist - Theater

An insanely creative artist, Vanessa Evans has worked as “Jack of all Trades” in theatres all over the country. Her most recent work includes a remount of her 6x MACY award-winning production of Hairspray for Arts & Learning Conservatory. Vanessa is a graduate of the American Musical and Dramatics Academy of New York City where she honed her skills as a performer and branched out as a director and choreographer. Whether operating behind the scenes as a make-up artist or working up front and center as director/choreographer, Vanessa has been a part of many of our productions, including The Wiz, Into the Woods, and Shrek the Musical Jr. Vanessa has also helped develop the children’s theatre programs at other community theatres and schools in Orange County.

Name: Jenny Moon Shaw

Title: Teaching Artist - Theater

Jenny studied Drama and Theatre Arts at Birmingham University, England and trained as a Drama teacher at London Central School of Speech and Drama. In England, Jenny worked as Head of Drama and Director of Performing Arts at a high school for eight years. She moved to California in 2012 and now works as a freelance Actress, Teaching Artist, Director, and Choreographer. Jenny has enjoyed directing and choreographing an array of shows at venues that include local schools, children’s theatre companies, and local professional theatres. Her recent work includes choreographing an extract of The Sound of Music as part of Segerstrom’s Season 2015 Preview, originating the choreography in the world premier musical ‘Journey to the West’, directing Les Miserables for Orange County Children’s Theatre Company, and working as a Teaching Artist for Segerstrom Center for the Arts.

Name: Sherry Domerego

Title: Teaching Artist - Theater

With over 150 theatrical productions to her credit, Sherry has been involved in the magical world of theater for more than 30 years. Recently, she was a theater class instructor for the Orange County Children’s Therapeutic Arts Center in the Santa Ana School District and she has also taught classes for Arts & Learning Conservatory. She is overjoyed to now have opportunity to share her passion for the performing arts with children and to watch the children thrive and grow.

Name: Haley Gaskin

Title: Teaching Artist - Theater

Haley has been working in choir and theatre her whole life--first as a performer, and then as a stage manager and director for the past six years. She loves working with kids, and now that she has one of her own, she hopes that her daughter will love the arts as much as she does. We're very excited to have her as a part of our Arts & Learning team and you can find Haley teaching our after school theatre classes, bringing her love of theatre and education to the classroom.

Name: Jennifer Bales

Title: Teaching Artist- Theater

Jennifer graduated from Chapman University in 2012 with a B.A. in English Literature and minors in vocal music and dance. Jennifer has been involved in performing arts from a young age. She began dancing at the age of 3. At 6 she joined the Pacific Chorale children's chorus program. Around the same time, Jennifer discovered her passion for musical theater by participating in theater summer camps. Jennifer is equally in love with singing, dancing, and acting, so musical theater quickly found a very special place in her heart, and remains a huge part of her life to this day. Stage credits include Oklahoma!, Man of La Mancha, Grease, Fiddler on the Roof, Li'l Abner, and Beauty and the Beast. Additionally, Jennifer has been a member of two dance companies, and has also used her dance skills performing in and choreographing music videos for local LA artists. When Jennifer is not teaching, she can be found onstage at Teatro Martini on the weekends, an OC-based dinner theater of which she is an original cast member.

If anything matches her passion for the performing arts, it is being able to share that passion with her students. Jennifer has been teaching since 2008--everything from ballet to hip hop to voice to musical theater. Arts education is incredibly important, and Jennifer can attest to the huge role performing arts has played in her development, confidence, and happiness. She is thrilled to be able to share that passion and joy with her students!

Arts & Learning Conservatory Agency Budget

July 2018 - June 2019 (Board Approved) 6.7.18

4000	Revenue		
4000	Tuition		
4010	Tuition-ASAP	\$	150,000.00
4020	Tuition-Main Stage	\$	60,000.00
4030	Tuition-Studio	\$	75,000.00
4100	Donations		
4100	Individual Donation/Small Business	\$	50,000.00
4110	Corporate Donation	\$	5,000.00
4120	Foundation Donation	\$	25,000.00
4130	Board/Trustees Donations	\$	1,000.00
4200	Sales		
4200	Ticket Sales	\$	40,000.00
4210	Concession Sales	\$	4,000.00
4220	DVD/T-Shirt Sales	\$	1,900.00
4230	Raffle Tickets	\$	1,600.00
4235	Gift Table Sales	\$	2,500.00
4240	Advertising Sales	\$	2,500.00
4300	In-kind		
4300	In-kind Donations	\$	2,000.00
4500	Grants		
4500	Corporate/Business Grant	\$	10,000.00
4510	Foundation/Trust Grants	\$	50,000.00
4520	Other Grants		
4600	Non-Program Related		
4610	Interest		
4620	Facility Rental	\$	3,000.00
4630	Costume/Set Rental	\$	500.00
4700	Fundraising		
4710	Fundraiser/special Event	\$	20,000.00

\$ 504,000.00

6000	Expenses		
6100	Building		
6110	Utilities	\$	9,000.00
6115	Building Cleaning	\$	6,000.00
6120	Building Maintenance	\$	2,000.00
6125	Office Supplies	\$	1,000.00
6130	Computer-Web Design, Svcs	\$	8,000.00
6135	Computer-Hardware/software	\$	2,500.00
6140	PrinterCopier	\$	3,200.00
6145	Postage & Shipping	\$	1,500.00
6150	Improvements	\$	10,000.00

6155	Property Taxes	\$ 2,500.00
6160	Office Equipment Rental	\$ 2,000.00
6165	HOA Fees	\$ 15,950.00
6200 Program Expense		
6215	Make Up Artist	\$ 1,500.00
6220	Musicians/Accompanist	\$ 2,550.00
6225	Costume Design/Coord	\$ 3,700.00
6230	Lighting Technician/Sound	\$ 6,475.00
6235	Photography	\$ 1,000.00
6245	Set Design	\$ 4,100.00
6255	Videography	\$ 600.00
6310	Costume Supplies	\$ 3,000.00
6315	Production Supplies	\$ 1,000.00
6320	Royalties	\$ 4,000.00
6325	Arts/Crafts Supplies	\$ 560.00
6330	Promotional Items	\$ 1,800.00
6345	Set/Prop Supplies	\$ 3,300.00
6350	Scripts/Editing/Rental	\$ 1,200.00
6355	Production Meals/Meetings	\$ 800.00
6360	3rd Party Ticket Sales	\$ 1,200.00
6410	Audio Video Equipment	\$ 400.00
6415	Music Equipment	\$ 240.00
6425	Costume Maintenance/Cleaning	\$ 1,000.00
6430	Costume Rentals	\$ 1,800.00
6435	Equipment Rental	\$ 600.00
6440	T-Shirt/DVD	\$ 2,500.00
6445	Concessions	\$ 1,000.00
6450	Facility Rental	\$ 20,000.00
6500 Employees		
6510	Salaries & Wages	\$ 241,850.00
6515	Payroll Taxes	\$ 10,400.00
6520	Payroll Processing Fees	\$ 1,800.00
6525	Fingerprinting	\$ 220.00
6535	Recruiting Expense	\$ 534.00
6540	Mileage Reimbursement	\$ 3,000.00
6545	Worker's Compensation	\$ 3,750.00
6550	Staff Development	\$ 800.00
6600 Development		
6610	Grant Writing	\$ 12,000.00
6615	Advertising	\$ 10,000.00
6620	Marketing/Social Media	\$ 5,000.00
6625	Graphic Design	\$ 850.00
6630	Printing	\$ 4,000.00
6635	Promotional Items	\$ 1,000.00
6640	Signs/Banners	\$ 2,000.00

6645	Business Development	\$ 1,000.00
6650	Membership Dues/Subscriptions	\$ 2,000.00
6655	Fundraising	\$ 500.00
6660	Networking	\$ 1,000.00
6700	Scholarships	
6710	Scholarships Given	\$ 10,000.00
6800	Insurance	
6810	Directors & Officers	\$ 3,334.00
6820	Liability	\$ 3,051.00
6830	Umbrella	\$ 948.00
6840	Property	\$ 651.00
6850	Accident	\$ 304.00
7000	General Expenses	
7010	Gifts/Employee Incentives	\$ 2,000.00
7015	Meeting Expenses	\$ 2,000.00
7020	Meals & Entertainment	\$ 1,000.00
7025	License/Permits	\$ 1,000.00
7035	Paypal/Credit Fees	\$ 4,500.00
7040	Bank Fees	\$ 650.00
7042	Credit Card Interest	\$ 400.00
7045	Board Expenses	\$ -
7050	Audit/Accounting	\$ 15,000.00
7055	Legal Fees	\$ -

\$ 474,517.00

Total Net:	\$ 29,483.00
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SAMPLE Budget Comparison

	Actuals		Budget		Variance	
	Most Recently		Projections			
	Completed Year		Current Year			
	20 17		20 18			
Income						
Individual Contributions	28187	-	51000	-	-22813	-
Corporate Contributions	6896	-	15000	-	-8104	-
Foundation Grants	160000	-	75000	-	85000	-
Government Contributions	16800	-	0	-	16800	-
Other Earned Income	347943	-	326000	-	21943	-
Other Unearned Income	72867	-	10000	-	62867	-
Interest & Dividend Income	-	-	-	-	-	-
Total Income	632693	-	477000	-	155693	-
Expenditures						
Personnel						
Salary CEO	55384	-	60000	-	-4616	-
Salary Assistant	81316	-	40000	-	41316	-
Payroll Taxes	20334	-	10400	-	9934	-
Insurance - Workers' Comp	4612	-	3750	-	862	-
Insurance - Health	-	-	-	-	-	-
Payroll Services	2019	-	1800	-	219	-
Retirement	-	-	-	-	-	-
Total Personnel	163665	-	115950	-	47715	-
General Program/Administrative						
Bank/Investment Fee	8706	-	5550	-	3156	-
Publications	255	-	2000	-	-1745	-
Conferences & Meetings	2808	-	2000	-	808	-
Mileage	3444	-	3000	-	444	-
Audit & Accounting	53508	-	15000	-	38508	-
Program Consultants	154750	-	154228	-	522	-
Insurance Expense	8399	-	8288	-	111	-
Telephone Expense - Land Lines	3700	-	4500	-	-800	-
DSL & Internet	2109	-	4500	-	-2391	-
Website	15500	-	8000	-	7500	-
Office Supplies	4675	-	1000	-	3675	-
Postage & Delivery	1339	-	1500	-	-161	-
Printing & Copying	3990	-	3200	-	790	-
Miscellaneous	149285	-	2653	-	146632	-
Total General Program/Administrative	412468	-	215419	-	197049	-
Total Expenditures	572204	-	331369	-	240835	-
Revenue Less Expense	60489	-	145631	-	-85142	-

Date: June 10, 2017

Organization: Arts & Learning Conservatory

Contact Name: Debora Wondercheck

Title: Founder

Phone Number: 714.728.7100

Grant Period 5/16/16-5/16/2017

Award Amount: \$26,480

Grant Number: 20160272

- Describe the project's key outcomes and results based on your goals and objectives. Provide the number of clients served and other relevant statistics.

In October, we launched a theater educational program for the students of Grant Elementary (grades 4-6). Grant Elementary, due to low test scores, was taken over by the state of CA. The school as a whole, was not entitled to theater programs, physical education, or music as they were placed on a strict curriculum that required the students to focus on writing, language arts, math, and reading.

Due to the high emphasis on rigorous academics and literature in the school's atmosphere, along with student interest to be in a play, we decided to present two plays that were comedic, educational (part of the curriculum) and full of characters to allow more students to shine. So our productions were called "Alice in Wonderland" and "Jungle Book".

The plays actually tied into the schools theme of respect, kindness, truth and more. The fit of both plays were wonderful and the fact that we partnered with the school to bring theater to their arts starved students truly made the experience a positive and much appreciated one by all involved, including the principal.

There were approx. 75 students in each play program with additional students assisting with set design and costumes. Over 800 attended each of the daytime performances including the school administrative staff. Over 400 community members and families attended the evening performances. The length of the productions were 24 weeks each.

- What were the challenges and obstacles you encountered (if any) in attaining your goals & objectives? How did you overcome and/or address the challenges and obstacles? What were the lessons learned?

At Grant Elementary, our greatest challenge was how do we accommodate all of the students interested in participating in the play, and create roles where they feel they are an integral part of the production. We were able to have 75 students participate by creating opportunities for students to assist with sets, props, and stage crew and produced two plays to accommodate the interest and excitement of the students.

What I learned from this experience was to be creative and flexible in how we bring our program to schools. With the full support received from this school, as opposed to others, I learned to focus our efforts on bringing the program to schools that desire and show support for the arts. Prior to the start of classes and after the production, we scheduled to have pre and post meeting's to ensure its follow through throughout the timing of the process. Having the school provide a school liaison to be present at rehearsals was a true positive as the liaison served as a communication source to the administrative staff, parents, and to our instructors. From this experience I also created a School Play Handbook, which spells out the expectations Arts & Learning requires to be in place from a school, prior to and during our residency on their campus. Our Handbook also shares with a school what they may expect from our instructors and curriculum.

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

We knew that bringing our program to Grant Elementary would be a positive experience for all involved but we had no idea of the overall, positive response we would receive from the children and the parents. The students were so excited to have a real play occur at their school, and parents willingly volunteered to embellish our backdrops and assisted with labeling and placing costumes on each cast member.

The performances for the school were very well received with students in the audience asking how they may participate in the next play. By the time we completed the projects, produced the plays, and performed for parents, the students had a true sense of personal accomplishment.

The instructors felt that the plays flowed beautiful and was a success. The students were so focused, that the directors plan to bring a more challenging play to the students the following year.

- Describe the overall effect this grant has had on your organization.

We see the importance, more than ever, of the arts and what it teaches students: discipline, team work, contributes to literacy, requires sharp attention, quick mental shifts and nimble language skills. Overall, this grant has grabbed the hearts of our staff in seeing the impact, excitement, confidence, and smiles on the faces of the students we serve. It has made a great difference in the school as students see the program as a privilege and the school administrative staff, and teachers continue to provide the support needed to make this a success for all.

- Tell us a few success stories that made an impact on your organization and/or community as a result of this grant.

The city where our program provided this arts experience is one where the arts have been eliminated at the elementary level. Teaching children the arts, in this environment, is very close to teaching a child a language that is completely foreign to them. Many had no context in “how” a musical worked, but they began to understand the process and diligence required from the rehearsals to the play.

The Superintendent of the district and several school board members attended the final productions and were very impressed with the children and the quality of the program.

Here are the experiences of some success stories from staff and students who participated in the play:

“I just wanted you to know that 4 of our Grant Grizzlies, and Arts and Learning alumni, have been cast in the upcoming production of Robin Hood by Junior University in San Bernardino. Duke Medina (Grant Alumnus aka Mowgli), Madison Guerena (Fiona), Aidan Arroyo (Donkey), and Alyvia Kale (Peter Pan) start rehearsals next week. They have you, the grant, and the fine training from Vanessa and Haley to thank. Without your high-quality program, they would not have had the successes they’ve had, or received the motivation and encouragement to follow through. We are so excited for these students

Also, I will be sending you the information you requested within the next two weeks.
Thank you again”.

Sandra Soares
Teacher on Assignment, U.S. Grant Elementary School

“I was extremely excited last year to see my students enjoying the arts when the Arts & Learning Conservatory came to our school. Many of our students have had little or no opportunities to take part, nor opportunities to watch real productions. The staff that worked with the students were highly professional, so walking into the multipurpose room I had the feeling of being in the midst of a true stage production. It was so nice to see the students being excited about something they were involved in doing. One of my students never even wanted to come to school, but being involved in the production was a turning point for him. The students beamed with pride when they performed, and for weeks afterwards. The students watching the production were equally excited when watching their peers perform. The Arts and Learning Conservatory should be congratulated for a job well done!”

Jim Marshall
5th grade teacher, U.S. Grant Elementary

“My experience was amazing! Our teachers were enthusiastic and they encouraged us to do our very best. I learned how to memorize lines, which has helped me memorize things for class. The kids around

me were encouraging too. I liked to be with my friends and I made new friends. I like acting and I think others would have a fun time too.”

Elizabeth Lara

6th grade student

When the students gained an understanding of the final goal (performing for family and friends) it was encouraging to see students stay with each class throughout the year with a desire to try something new. Our students improved their skills of movement, vocals, and memorization greatly. Many of them would share with the instructors that they practice their dances and music at home. There were even students who asked how they can be involved in other shows. This was a huge success on the part of Arts & Learning, through Gimbel, because the students were motivated, and the instructors were able to stretch the students artistically, academically, emotionally, and physically. Thank you for making this grant available to our children, it is changing their lives.

- Provide a financial report on the use of your grant funds (expenditures).

Attached

- ❖ Please attach copies of publicity and other promotional materials or email them to shunke@thecommunityfoundation.net.
- ❖ All variances or time extensions must be approved by The Community Foundation’s Grant Committee. Please contact us at 951.241.7777, ext. 114 immediately if a variance or extension becomes necessary.

Please return the completed form to:

Celia Cudiamat, Executive Vice President of Grants and Programs
3700 Sixth Street, Suite 200, Riverside, CA 92501 or fax to 951.684.1911
Or email to: ccudiamat@thecommunityfoundation.net

Line Item Request	Line Item Explanation	Support From Your Agency	Support From Other Funders	Requested Amount From TCF	Line Item Total of Project
A&L Ex Director	5% of time to oversee the production	\$2,100			\$2,100
Theatre Director: Alice In Wonderland (AWL)	24 weeks 2.5 hrs = 60 hours @ \$40/hr + 12 additional hrs for 3 performances			\$2,880	\$2,880
Theatre Director: Jungle Book (JB)	24 weeks 2.5 hrs = 60 hours @ \$40/hr + 12 additional hrs for 3 performances			\$2,880	\$2,880
Theatre Assistant AWL	24 weeks 2.5 hrs = 60 hours @ \$25/hr + 12 additional hrs for 3 performances			\$1,800	\$1,800
Theatre Assistant JB	24 weeks 2.5 hrs = 60 hours @ \$25/hr + 12 additional hrs for 3 performances			\$1,800	\$1,800
Music Director AWL	24 weeks 2.5 hrs = 60 hours @ \$40/hr + 12 additional hrs for 3 performances			\$2,880	\$2,880
Music Director JB	24 weeks 2.5 hrs = 60 hours @ \$40/hr + 12 additional hrs for 3 performances			\$2,880	\$2,880
Choreographer AWL	24 weeks 2.5 hrs = 60 hours @ \$40/hr + 12 additional hrs for 3 performances			\$2,880	\$2,880
Choreographer JB	24 weeks 2.5 hrs = 60 hours @ \$40/hr + 12 additional hrs for 3 performances			\$2,880	\$2,880
Administration Lincoln	60 x \$15.00	\$900.00			\$900
Administration Grant	60 x \$15.00	\$900.00			\$900

Props, Lights, Sound, Set	\$2,500		\$2,500		\$2,500
Costumes & T-shirts - AWL	\$50 x 80	\$1000	\$1000	\$2,000	\$4,000
Costumes & T-shirts - JB	\$50 x 80	\$1000	\$1000	\$2,000	\$4,000
Marketing	Website & Location	\$750			\$750
Incentives - AWL	\$10 each x 80			\$800	\$800
Incentives - JB	\$10 each x 80			\$800	\$800
Printing - AWL	Printing fliers, mailers, programs, curriculum		\$500.00		\$500
Printing -JB	Printing fliers, mailers, programs, curriculum		\$500.00		\$500
TOTALS:		\$6,650	\$5,500	\$26,480	38,630

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22	450.	450.		
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	27,000.	17,550.	9,450.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	64,056.	57,503.	6,553.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	13,038.	8,778.	4,260.	
11 Fees for services (non-employees):				
a Management				
b Legal	1,167.		1,167.	
c Accounting	22,028.		22,028.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17	5,819.			5,819.
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	10,613.	10,613.		
12 Advertising and promotion	12,443.	4,621.	7,822.	
13 Office expenses	7,101.		7,101.	
14 Information technology	2,504.	1,678.	826.	
15 Royalties				
16 Occupancy	16,097.	13,939.	2,158.	
17 Travel	944.		944.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	392.		392.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	6,085.	5,172.	913.	
23 Insurance	2,944.	1,693.	1,251.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a PRODUCTION ASSISTANTS	15,800.	15,800.		
b OTHER SUPPORT SERVICES	7,981.	7,981.		
c EQUIPMENT AND COSTUMES	4,136.	4,136.		
d BUILDING REMODEL	1,951.	1,561.	390.	
e All other expenses	<29,496.>	3,055.	<32,551.>	
25 Total functional expenses. Add lines 1 through 24e	193,053.	154,530.	32,704.	5,819.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)