



**2019 S. L. Gimbel
Foundation Fund
Grant Application**

Internal Use Only:
Grant No: <u>25,000</u>

Organization / Agency Information

Organization/Agency Name: Education Through Music Inc		
Physical Address: 122 E 42nd St, Suite 1501 New York, NY 10168		
Mailing Address: 122 E 42nd St, Suite 1501 New York NY 10168		
CEO or Director & Title: Ms Penny Swift, Interim Acting Executive Director		
Phone: (212) 972-4788	Fax:	Email: info@ETMonline.org
Contact Person & Title: Katherine Canning, Director of Development		
Phone: (212) 972-4788	Fax:	Email: development@etmonline.org
Web Site Address: http://ETMonline.org	Tax ID: 133613210	

Program / Grant Information

Program Area: Education

Program/Project Name: New York City Partner School Program			Amount of Grant Requested: \$25,000
Total Organization Budget: \$6,139,137	Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100): 82%	Per 990, Percentage of Management & General Expenses Only (Column C / Column A x 100): 7.7%	Per 990, Percentage of Management & General Expenses and Fundraising (Column C+D / Column A x 100): 18%
Purpose of Grant Request (one sentence): The grant will support ETM's NYC Partner School Program, which increases access to quality music education for at-risk K-8 students through comprehensive school partnerships.			
Program Start Date (Month and Year): 8/1/2019		Program End Date (Month and Year): 7/31/2020	
Gimbel Grants Received: List Year(s) and Award Amount(s) N/A			

Organization / Agency Information


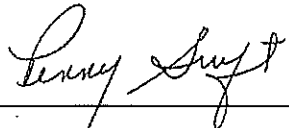
Organization/Agency Name: Education Through Music		
Physical Address: 122 E 42nd Street, Suite 1501		City/State/Zip New York, NY
Mailing Address: 122 E 42nd Street, Suite 1501		City/State/Zip New York, NY
CEO or Director: Penny Swift		Title: Interim Acting Executive Director
Phone: 212-972-4788	Fax: 212-972-4864	Email: development@ETMonline.org
Contact Person: Katherine Canning		Title: Director of Development
Phone: 212-972-4788	Fax: 212-972-4864	Email: development@ETMonline.org
Web Site Address: ETMonline.org		Tax ID: 13-3613210

Program / Grant Information

Interest Area: Animal Protection Education Environment Health Human Dignity

Program/Project Name: New York City Partner School Program			Amount of Grant Requested: 25,000
Total Organization Budget: 6,139,137	Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100): 82	Per 990, Percentage of Management & General Expenses Only (Column C / Column A x 100): 7.7	Per 990, Percentage of Management & General Expenses and Fundraising (Column C+D / Column A x 100): 18
Purpose of Grant Request (one sentence): The grant will support ETM's NYC Partner School Program, which increases access to quality music education for at-risk K-8 students through comprehensive school partnerships.			
Program Start Date (Month and Year): August 2018 - July 2019		Program End Date (Month and Year):	
Gimbel Grants Received: List Year(s) and Award Amount(s) N/A			

Signatures

Board President / Chair (print name and title): Richard Bernstein, Chairman	
Signature: 	Date: 3/4/19
Executive Director/President (print name and title):	
Signature: 	Date: 3/4/19

2019 S.L. Gimbel Foundation Fund APPLICATION

Narrative

I. Organization Background

Founded in 1991 to promote the use of music in the curricula of schools with at-risk populations as a means of enhancing students' academic performance and general development, ETM makes music education a reality for thousands of children who would otherwise have limited or no exposure to the arts. We use music instruction to strengthen students' ability to learn in all areas and work to build schools' capacity to sustain programs in the long-term.

From the start, ETM has aimed to develop music education as a sustainable, positive component in each partner school. In 1994, ETM's pilot partner school won a National Blue Ribbon Award from the U.S. Department of Education (USDOE). ETM has since developed partnerships with a growing number of New York City schools, implementing strong music education programs and bolstering vibrant school communities. In 2005, the USDOE recognized ETM as a model arts education program and funded a multi-year external evaluation, investing in ETM's continued development. In 2006, ETM began licensing an affiliate organization to replicate our model in Los Angeles. In 2012, the National Association for Music Education (NAfME) invited ETM to join the Music Education Policy Roundtable, a national alliance of music advocacy organizations.

Organizational Accomplishments:

Over the past three years, ETM has grown from serving 46 partner schools and 27,000 children to serving 65 partner schools and 34,000 children. ETM's choral ensembles have grown from 31 to 43 partner schools and band and orchestra ensembles have grown from 26 to 32 schools. Results from recent evaluation of our work show that ETM is expanding music education for students least likely to have access, sparking students' passion for music, providing valuable support for music teachers, and helping build vibrant school communities.

ETM has recently been recognized for its programmatic and organizational expertise by our peers. In 2017, ETM was invited to share our model at "La Importancia de Educacion Musical en el Curriculum Escolar," an international seminar in Santiago, Chile. In April 2018, ETM was invited to participate in a symposium at the San Francisco Conservatory of Music bringing together experts and leaders in the fields of music, education, psychology, philanthropy and more to discuss the significance and benefits of music education for children (K-12). In October 2018, ETM was recognized for our practices in Communications as part of the New York Community Trust's Nonprofit Excellence Awards. In February 2018, ETM secured CTLE certification, allowing teachers to receive credit for hours spent attending our training and professional development workshops.

A new ETM affiliate organization just launched in Denver, with the intention of beginning program replication in 2019-20. In December 2018, ETM created a new, part-time Director of National Activities position to build upon this work, filled by our outgoing Executive Director Katherine Damkohler.

Program Activities:

ETM aims to close the gap in access and increase equity in the opportunities available to disadvantaged students by building comprehensive music programs in schools where students would otherwise have little or no access to music or the arts. Our core program is the NYC Partner School Program, through which ETM forms long-term partnerships with schools that lack sufficient resources for school-wide music education, particularly Title I schools. ETM recruits and hires music teachers to provide music as a core subject for every child in each school. We add elective ensembles, such as band, orchestra, or chorus, and other enrichment to enhance music instruction. ETM offers customized training, ongoing mentoring, and professional development for music and classroom teachers, guidance and leadership training for principals, and outreach to parents and the school community. ETM's model emphasizes sustainability, including helping principals build program costs into their own budgets.

In the coming year, ETM aims to partner with at least 65 elementary, middle, and K-8 schools to reach 34,000 students in all five boroughs of NYC. Each year ETM carefully evaluates our capacity for taking on additional partner schools. We collaborate with principals, district leaders, and City Council Members who help us identify and reach out to potential new schools. We partner with principals who want to work with ETM in order to build comprehensive, enhanced music programs that become a vital part of the community. In line with our Board-approved strategic plan, we seek to expand to partner with 80 schools, reaching 47,000 students, by 2022.

Beyond core programs, ETM advises two affiliates – one in Los Angeles serving 15,000 students and one in Denver that will begin programming this fall. ETM has advised and offered consulting services to school districts in other US cities.

II. Project Information:

A) Statement of Need

In NYC, there is a staggering lack of comprehensive, sustainable music education in schools. When schools neglect to engage students in music, children whose families cannot afford to pursue alternate opportunities outside of school are put at a severe disadvantage, as they cannot access the myriad benefits of music education. The latest reports from NAFME and from the Arts Education Partnership include studies that confirm how learning music enhances children's reading, writing, and mathematical skills, in addition to their capacities for creativity and critical thinking. Music helps level the playing field for low-income students. According to a National Endowments for the Arts Survey, "Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers."

Education policy at the national and state levels reflects these known benefits of music education: the Every Student Succeeds act of 2015 recognizes music as integral to a well-rounded education, and New York State mandates music education in grades K–8. Yet many schools – especially those serving low-income students – exclude music from the curriculum or rely on isolated, fragmented experiences to expose children to music. According to the NYC Department of Education's own 2017–18 Arts in Schools Report, 55% of city schools do not have a full-time certified music teacher on staff.

ETM aims close the gap in access to music education by partnering with schools that have high concentrations of low-income students, and have either no music faculty or not enough to serve all students. In ETM's model, all students, including those with special needs, gain access to comprehensive, sequential, skills- and standards-based music instruction. We involve the full school community to build support for music as part of a well-rounded education.

ETM's model addresses the need for quality music instruction in schools while also addressing music teachers' need for ongoing support and resources. ETM engages with the music teachers working in partner schools. We seek to develop music teachers who are well-prepared, pedagogically sound, and likely to remain in the teaching profession long-term. According to the 2017–18 Arts in Schools Report,

music teachers citywide completed an average of just 13-18 hours of arts-based professional development. Over the same period, ETM provided over 100 hours of PD to music teachers. Often, schools have only one music teacher, limiting opportunities to share challenges and best practices. ETM's workshops and mentoring enable music teachers to develop vital support networks.

Partner schools report consistently on how ETM is addressing their needs and improving their school community. For example, a principal shared, "There are many aspects which I admire about ETM... [especially] that they don't spend any time entertaining any notion of mediocrity." One classroom teacher reported, "ETM is an asset to the school." Another explained, "The ETM teachers are highly qualified. Curriculum is motivating and challenging." A parent said, "ETM is an excellent program because it helps children pursue their dreams."

B) Project Description

Through our NYC Partner School Program, ETM forms long-term partnerships with elementary, middle, and K-8 schools that lack sufficient resources for comprehensive, ongoing music education. The program aims to increase access to music instruction and enrichment while supporting improvements to students' achievement, self-esteem, and motivation for school. To accomplish this, ETM employs and trains music teachers on our model and curriculum to provide music instruction, lead ensembles, and collaborate with peer teachers to support learning in other areas. We work closely with partner school principals to design programs that are responsive to each school's needs, incorporating:

- 1) High-quality music instruction accessible to all students that follows a comprehensive, sequential curriculum, supports cognitive thinking skills; and integrates with content in other areas.
- 2) Enrichment experiences to augment general music instruction, including elective ensembles, such as band, orchestra, and choir, as well as guest artist visits and out-of-school-time opportunities.
- 3) Ongoing, customized professional development services, including training and mentoring for music teachers and professional development for teachers of all subjects.
- 4) Management guidance and ongoing support for principals.
- 5) Outreach to parents and the broader community.

ETM is inclusive. In the ETM model, all students—including those with special needs—receive access to music as a core subject. Instrumental ensembles are open to all interested students, and ETM provides subsidies to assist when families cannot afford rental costs.

ETM equips teachers to spark learning. We prepare music teachers both to teach music and to use music as a tool for fostering students' engagement in school. With ongoing training, guidance and support from ETM staff, teachers lead general music classes and enrichment programs that emphasize key competencies, such as focus, confidence, and perseverance, which help students to succeed in the long-term.

ETM builds community. In each partnership, ETM involves the whole school community to encourage school-wide reform. We provide professional development to teachers of non-music subjects to support integration of music across learning areas. We help principals design and build vibrant programs that engage students and parents in new and meaningful ways and work towards making music a self-sustaining component of their schools.

To sustain music programs at the individual school level, ETM forms close and collaborative relationships with partner school principals so that they understand and value the programs. Ultimately, we strive for each school to hire sufficient music faculty to provide in-school music instruction to all students without needing externally-funded staffing. Over the past six years, 37 teachers formerly employed by ETM have been hired to school staff positions.

ETM continues to provide ongoing training, mentoring, and professional development to these teachers. Making the music teacher part of school staff promotes music education as integral to every child’s education and increases the likelihood that the school will continue offering a music program beyond its partnership with ETM. As schools build more program expenses into their own budgets, ETM can then serve in an advisory capacity to these schools and devote our resources to building new partnerships and reaching additional children.

C) Project Goal, Objectives, Activities & Expected Outcomes

Project Goal:

Provide quality, comprehensive music education to students who otherwise would have little or no access to music, inspiring at-risk students to engage and achieve and building vibrant school communities where music is a vital part of education.

Project Objectives:

Provide 34,000 children, more than 90% of whom come from low-income households, with access to quality, comprehensive music programs in their schools, expanding music education to students least likely to have access.

Program Activities:

ETM aims to close the gap in access and increase equity in the opportunities available to disadvantaged students by building comprehensive music programs in schools where students would otherwise have little or no access to music or the arts. Our core program is the NYC Partner School Program, through which ETM forms long-term partnerships with schools that lack sufficient resources for school-wide music education, particularly Title I schools. ETM recruits and hires music teachers to provide music as a core subject for every child in each school. **All students in grades PreK-6—including those with special needs—receive in-school general music classes weekly from September to June. Students in grades 7-8 have access to music electives such as music technology. We supplement and enhance general music instruction with ensembles, such as band, orchestra, or chorus; ensembles typically rehearse one to three times per week over the course of the school year, with additional weekly small group lessons for band and orchestra students. ETM offers customized training, ongoing mentoring, and professional development for music and classroom teachers, guidance and leadership training for principals, and outreach to parents and the school community. ETM’s model emphasizes sustainability, including helping principals build program costs into their own budgets.**

ETM aims to partner with at least 65 elementary, middle, and K-8 schools to reach 34,000 students in all five boroughs of NYC. Partner schools confirmed to date for 2019-20 include:

PS 142M	PS 46X	PS 112X	PS 195X
PS 125M	PS 51X	PS 169X	PS 54K
MS 209M	PS 91X	MS 181X	PS 196K
PS 043X	MS 206X	PS 189X	PS 343Q
PS 049X	MS 225X	MS 287X	PS 154Q
PS 359X	PS/MS 396X	MS 326X	PS 377Q
PS 048X	MS 447X	PS 357X	PS 175Q
PS 182X	PS 68X	MS 370X	PS 312Q
PS 304X	PS 76X	PS 481X	PS 21R
PS 392X	PS 78X	PS 483X	PS 39R
PS 583X	PS 87X	PS/MS 498X	PS 57R
PS 023X	PS 97X	MS 529X	St. Francis Cabrini
PS 24X	PS 103X	PS 567X	St. Thomas the Apostle

Each year ETM carefully evaluates our capacity for taking on additional partner schools. We collaborate with principals, district leaders, and City Council Members who help us identify and reach out to potential new schools. We partner with principals who want to work with ETM in order to build comprehensive, enhanced music programs that become a vital part of the community. In line with our Board-approved strategic plan, we seek to expand to partner with 80 schools, reaching 47,000 students, by 2022.

Beyond core programs, ETM advises two affiliates – one in Los Angeles serving 15,000 students and one in Denver that will begin programming in the fall. ETM has advised and offered consulting services to school districts in other US cities.

Expected Outcomes:

We expect to provide 34,000 economically disadvantaged children in at least 65 schools with access to music education during the 2019-20 school year.

Evaluation:

5. Evaluation

ETM's in-house evaluation staff will employ evidence-based tools and methods to collect data from students, teachers, principals, and parents. ETM will maintain records of partner school populations and demographics, encompassing all 34,000 students to receive access, and will survey students at new partner schools on their previous exposure to music education, as well as parents on their child's access to music.

To provide further insight into program impact, students at new partner schools will be surveyed at the beginning and end of the school year regarding their interest in continuing to learn about and perform music, using self-report measures adapted from those used in music education research literature. Data will also be collected from music teachers regarding the effectiveness of ETM's training and support, from principals regarding ETM's influence on school culture, and from parents as to the observed benefits of their child's participation in music in school.

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.

The project will run from August 2019 through July 2020, as ETM's program activities coincide with the school year calendar. Funding from the Foundation will support the general music instruction and ensemble instruction, provided by ETM-employed music teachers. A gift of \$25,000 supports a teacher providing three days per week of instruction for an entire school year, which translates into weekly music instruction for approximately 300 students. Training and professional development for music teachers will launch in August 2019 and run throughout the school year. General music classes and ensemble rehearsals launch in September 2019 and run through June 2020. Students in grades PreK-6 receive between 33-45 general music classes per school year. Students in 7th and 8th grade have access to electives such as ensembles or music technology. Band and orchestra ensembles have between 54 and 81 rehearsals per school year, depending on ensemble size, school design and needs; and participants also receive weekly small group instrumental lessons. Choirs rehearse approximately 27 times per school year. School concerts will take place in December 2019 and May 2020, and the annual ETM Festival will occur in spring 2020. Evaluation data collection will take place in the fall and spring, and data analysis for the year occurs in the summer and fall after the close of the school year.

E) Target Population

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

The project will serve the 34,000 students attending ETM's 65 partner schools located in all five boroughs of New York City, and your funding will directly impact approximately 300 children.

Ninety-five percent of ETM's partner schools receive Title I funds, indicating they serve large concentrations of low-income students. Approximately 90% of ETM partner school students qualify for Free/Reduced-priced Lunch; 92% are students of color; 19% are students with disabilities; and 14% are English Language Learners. ETM's training, mentoring, and support activities reach more than 80 music teachers, 1,100 non-music teachers, and 65 principals.

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?

ETM strengthens communities by improving local schools through music education. Our core community partners are the partner schools themselves. Because ETM's mission is to serve disadvantaged children, we seek out schools serving low-income students.

ETM stands out from other organizations who offer music programming because of the comprehensiveness and sustainability of our program, and the way we use music to lift up the full school community. Rather than using teaching artists or fragmented experiences, we place and/or support qualified music teachers and build programs that will serve all students at each school for years to come.

ETM collaborates with others to enhance core programs and training initiatives in NYC. Recent partnerships include: the Tony Award-winning musical "The Band's Visit," whose musicians involved students in an interactive performance; the Israeli Chamber Project, whose members engaged students in exploring how different cultures are expressed through music; and Jazz at Lincoln Center, who is facilitating a series of workshops for music teachers on leading a jazz band.

ETM utilizes volunteers at our annual "ETM Festival," which brings together student ensembles from all over the city to perform at Lehman College.

G) Use of Grant Funds

How will you use the grant funds?

Funds from the Gimbel Foundation will support ETM's work to inspire at-risk children by making music an integral part of their education. ETM will use the grant for its partner school program, which reaches 34,000 economically disadvantaged children in grades K-8 in all five boroughs of New York City. ETM brings music classes, ensemble programs, music technology electives, and other valuable enrichment to each partner school. As indicated in the program budget, we request \$25,000 to support direct instruction services to at-risk students, who will receive quality music programming delivered by highly trained, certified teachers. A grant of this amount will support a teacher providing three days per week of instruction for an entire school year, which translates into weekly music instruction for approximately 300 students. Other necessary project activities will be supported through a combination of other contributions and earned income.

III. Project Future

A) Sustainability

Sustainability for each school requires strong buy-in from leadership. ETM forms relationships with each partner school principal to plan and to ensure alignment on our long-term goal: for each school to hire sufficient faculty to provide in-school music instruction to all students without needing externally funded staffing and to continue offering music beyond ETM's involvement. From 2012-2018, we successfully had 37 music teachers transition from ETM to school payroll.

Earned income sustains a significant portion of program expenses. Each school pays fees, typically via our NYC DOE vendor contract. Fees are negotiated annually and ensure that ongoing financial discussions take place, as we work to find a music teacher who is a good match to be hired by the school.

To cover remaining costs, ETM conducts ongoing fundraising; program growth requires increased fundraising each year. ETM has several committed, long-term funders, and regularly researches and solicits corporate, foundation, and government entities. We also allocate general operating support to programs, from unrestricted grants, individual and Board donations, and events. Through our strategic plan, we are working to build individual giving; initiatives include pursuing larger, restricted gifts from individuals; creating a junior board; and diversifying special events beyond the gala.

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

A) Governance

ETM's 22-member Board meets five times per year: quarterly meetings plus a special meeting to approve the budget. Board members are passionate about ETM's mission and serve as ambassadors for the organization; they serve actively on at least one committee, typically related to their expertise; are engaged with management and strategic planning; and conduct fundraising outreach, especially for the annual gala. 100% of members contribute financially to the organization; the expected annual give/get is \$15,000, with exceptions at the Chairman's discretion. Board members serve three-year terms, with no term limits. Standing committees include: Audit/Finance, Governance, Development, and Executive; additional committees currently include: Evaluation, Marketing/Communications, Events, and Strategic Planning. The Board receives updates from committees and from staff throughout the year, with formal reports received at each Board meeting. Items requiring action are voted upon at meetings. In most cases, decision is reached by consensus. For complex issues, a sub-committee will generally research in depth with staff support and then make a recommendation. A majority vote is the typical threshold but in most cases, consensus is reached, or an issue will be referred back to committee. When time-sensitive issues require action, a special meeting is called or the Executive Committee meets.

B) Management

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

ETM's executive and program staff have extensive track records teaching in and leading schools with high-need populations. Penny Swift, who joined ETM as COO in 2017, was appointed Interim Acting Executive Director in January 2019, **and was appointed Executive Director in April**, is a former teacher and administrator and served on a district board of education.

Colleen Stewart, Director of Programs, has over 12 years of experience as a music teacher, principal, and supervisor of multi-school arts programming. Ms. Stewart oversees all aspects of the ETM program and the ETM model. She spearheads training and curriculum design and refinement.

She sets the overall vision for programming and ensures alignment with organizational values and growth goals.

Nicholas LaFleur, Director of Partnership Programs, has served on ETM's program team since 2008 and has over 10 prior years of experience teaching music. Mr. LaFleur oversees the development and maintenance of each school partnership in our New York City Partner School Program through regular communication with principals and other school personnel.

ETM's two Assistant Program Directors supervise Instructional Supervisors and assist with program management and relationship building.

Seven Instructional Supervisors mentor ETM's music teachers as well as school-employed music teachers to ensure that the ETM model is being implemented effectively.

S.L. Gimbel Foundation APPLICATION

Organization Name:

Education Through Music

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.

Line Item Request	Line Item Description <i>(Maximum two lines)</i>	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel/TCF	Line Item Total of Project
ETM Music Teachers	57 people x avg. \$40/hr x avg. 29 hrs/wk x 35 weeks	1301300	980200	25000	2306500
Instructional Supervisors	7 people x avg. \$37/hr x avg. 37.5 hrs/wk x 48 wks	270700	191300	0	462000
Program Management	5 ppl x avg. \$47/hr x avg. 35.4 hrs/wk x 48 wks	239700	159600	0	399300
Concert Accompanists	180 student concerts x avg. \$200/concert	0	36000	0	36000
Consultants	Training facilitators: 33,000 Evaluation field work: 21,600	31400	23200	0	54600
ETM Festival Space Rental	2 days x \$12,500	14400	10600	0	25000
Teacher Recruitment	Ads=3,200, conferences=7,500, software=10,700, supplies=2,900	14000	10300	0	24300
Transportation	avg. \$110 x 65 partner schools; travel to/from school sites	7150	0	0	7150
Other	Materials/supplies=4,600, meetings=1,200	5800	0	0	5800
TOTALS:		\$ 1884450	\$ 1411200	\$ 25000	\$ 3320650

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. ETM Music Teachers: Music teachers provide the essential core direct services to the students in this project. They are compensated for the time they spend providing instruction and spent attending training and professional development. Estimated 57 people x avg. \$40/hr x avg. 29 hrs/wk x 35 weeks

2. Instructional Supervisors: They mentor music teachers (both the ETM music teachers listed in this budget and those music teachers who have already been employed by schools), plan training...

3. Program Management: Partner school programs are managed by a staff including the Director of Programs (oversees program design, training and curriculum, and strategy), the Director of Partnership Programs (oversees individual school relationships), two Assistant Program Directors (oversee seven instructional supervisors), and the Director of Evaluation (designs and implements program evaluation and reports on impact). 5 ppl x avg. \$47/hr x avg. 35.4 hrs/wk x 48 wks = 399,300.

4. Concert Accompanists: includes costs for accompanists for winter and spring concerts at partner schools, where students showcase their learning and school communities come together. 180 student concerts x avg. \$200/concert=36,000.

5. Consultants: includes consultants contracted to provide training and professional development for music teachers (33,000) and to conduct data collection at partner schools that is utilized for evaluation (21,600).

6. ETM Festival Space Rental: includes rental cost for the annual ETM Festival (2 days x 12,500=25,000) - an annual performance opportunity for ensembles from ETM partner schools held at Lehman College.

7. Teacher Recruitment: includes advertising (3,200), conferences and conventions (7,500), software (10,700), and supplies (2,900) associated with recruiting music teachers to provide instruction in partner schools.

8. Transportation: costs for program, evaluation, and leadership staff to travel to and from partner schools and other sites associated with program management (7,150). Budget number is based on actuals from the previous year, adjusted for programmatic expansion.

9. Other: includes program management-related materials/supplies (4,600) and meeting expenses (1,200). Budget number is based on actuals from the previous year, adjusted for programmatic expansion.

“Agency Support” column includes allocations of unrestricted support to ETM from Board members, individuals, foundations, school contributions, and earned income.

S.L. Gimbel Foundation APPLICATION

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

Secured/Awarded

Name of Funder: Foundation, Corporation, Government	Amount
*see attached list	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$

Pending

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
*see attached list	\$	
	\$	
	\$	
	\$	
	\$	
	\$	

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	\$ 372,979	7 %	Program Fees	\$ 2,071,702	37 %
Fundraising/Special Events	\$ 713,289	13 %	Interest Income	\$ 17,859	0 %
Corp/Foundation Grants	\$ 2,134,017	38 %	Other:	\$ 21,750	0 %
Government Grants	\$ 2,767,00	5 %	Other:	\$	%

Notes:

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

Secured/Awarded

Name of Funder: Foundation, Corporation, Government	Amount
CMA Foundation	325,000
William & Muriel Elliott Foundation	315,000
The Music Man Foundation	100,000
Steinway & Sons	100,000
Brodsky Family Foundation	50,000
Emily Davie and Joseph S. Kornfeld Foundation	50,000
The Leir Charitable Foundations	45,000
Con Edison	15,000
D'Addario Foundation	11,000
Wells Fargo Foundation	5,000
NYC Dept of Cultural Affairs	123,700
NYC Council Member and Speaker Allocations	98,000
National Endowment for the Arts	50,000
New York State Council on the Arts	35,000
Manhattan Borough President's Office Community Grant	3,500

Pending

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
The Pierre and Tana Matisse Foundation (renewal request pending)	30,000	May-19
Pine Tree Foundation of New York (renewal request to be submitted)	20,000	July-19
Find Your Light Foundation (renewal request pending)	10,000	July-19
Colgate-Palmolive (renewal request pending)	5,000	March-19
Richmond County Savings Foundation (renewal request pending)	2,500	March-19
NYS Assembly Allocations (20k committed; additional renewal requests pending)	40,000	Jul-19

S.L. Gimbel Foundation APPLICATION

VII. Financial Analysis

Agency Name: Education Through Music

Most Current Fiscal Year (Dates): From 9/1/16 To: 8/31/17

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
\$4,975,061	\$4,985,300	\$380,594	\$509,167

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
	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	82 %	8 %	10 %

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
8 %	8 %	0 %

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

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
\$ 1,230,241	\$ 148,525	65,693	21

Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end	Excess or (Deficit) Prior fiscal year end
\$ 56,751	\$ 655,386

Notes:

Surplus for 'prior fiscal year end' indicated above includes restricted funding during that fiscal year that was secured for future years.

**Education Through Music
Budget Comparison**

10/15/2018

	Actuals Most Recently Completed Year Sep 17 - Aug 18	Budget Projections Current Year Sep 18 - Aug 19	Variance
Income			
5000 Earned Revenues			
· Program service fees	2,071,702	2,312,970	241,268
· Dividends & interest-securities	17,859	11,400	(6,459)
5000 Earned Revenues Total	2,089,561	2,324,370	234,809
5800 Fundraising Events Total	713,289	800,000	86,711
4000 Contributed Support & Released from Temporary Restrictions			-
· Individual	372,979	395,000	22,021
· Corporate	181,968	180,000	(1,968)
· Foundation	1,952,049	2,156,500	204,451
· Government	276,700	351,500	74,800
· Donated services	490	-	(490)
4000 Contributed Support Total	2,784,186	3,083,000	298,814
Other Revenue	21,260		(21,260)
Income Total	5,608,296	6,207,370	599,074
Expense			
7200 Salaries & Related Expenses			
· Directors/managers	1,244,010	1,251,914	7,904
· Support staff	799,638	899,414	99,776
· Music Teachers	1,632,361	1,988,350	355,989
· Taxes & Benefits	559,036	708,285	149,249
7200 Salaries & Related Expenses Total	4,235,045	4,847,963	612,918
7500 Contract Services			-
· Accounting fees	24,671	26,000	1,329
· Bookkeeping fees	3,073	2,795	(278)
· Consultants	313,891	246,557	(67,334)
· Accompanists	30,250	36,425	6,175
7500 Contract Services Total	371,885	311,777	(60,108)
8100 Non-personnel Expenses			-
· Supplies	155,109	161,727	6,618
· Telephone & Internet	15,750	18,761	3,011
· Software licenses	62,496	68,415	5,919
· Catering & hospitality	20,212	21,744	1,532
· Postage, shipping, delivery	9,795	9,549	(246)
· Printing & copying	28,737	36,340	7,603
· Credit card processing	11,763	8,654	(3,109)
· Payroll servicing	7,723	7,600	(123)
· Background check fees	634	3,105	2,471
· Books, subscriptions, reference	50	-	(50)
· Program participation incentives	3,035	11,430	8,395
8100 Non-personnel Expenses Total	315,304	347,325	32,021
8200 Facility & Equipment Expenses			
· Rent, other occupancy	315,320	322,583	7,263
· Equipment rental & maintenance	33,038	20,400	(12,638)
· External facilities rental	32,096	38,525	6,429
8200 Facility & Equipment Expenses Total	380,454	381,508	1,054
8300 Travel Expense			
· Travel	20,782	23,441	2,659
· Conference, convention, meeting	7,912	17,873	9,961
· Lodging & meals	17,452	21,397	3,945
8300 Travel Expense Total	46,146	62,711	16,565
8400 Fundraising Events Direct Expense Total	130,200	130,000	(200)
8500 Other Expenses			
· Insurance - General Liability/D&O	20,261	22,800	2,539
· Membership dues (employee and organization)	3,368	4,368	1,000
· Bank & Financial services fees	7,731	2,960	(4,771)
· Advertising expenses	24,349	26,525	2,176
· Other costs	16,802	1,200	(15,602)
8500 Other Expenses Total	72,511	57,853	(14,658)
Expense Total	5,551,545	6,139,137	587,592
<i>Surplus/(Deficit)</i>	<i>56,751</i>	<i>68,233</i>	<i>11,482</i>

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				
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	287,033	178,009	84,429	24,595
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	3,091,389	2,633,066	180,167	278,156
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	224,852	182,632	14,191	28,029
10 Payroll taxes	251,061	225,489	14,857	10,715
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	23,971		23,971	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	351,439	251,224	17,662	82,533
12 Advertising and promotion	21,205	18,572	2,577	56
13 Office expenses	128,719	83,277	5,733	39,709
14 Information technology				
15 Royalties				
16 Occupancy	280,273	237,769	24,695	17,809
17 Travel	40,733	34,897	1,215	4,621
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	19,909	16,075	777	3,057
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	22,992	18,876	2,392	1,724
23 Insurance	17,819	14,630	1,853	1,336
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 PROGRAM & OFFICE SUPPLIES	117,519	165,310	1,371	10,838
b CATERING & HOSPITALITY	22,717	14,991	3,253	4,473
c MISCELLANEOUS	13,430	10,463	1,451	1,516
d				
e All other expenses				
25 Total functional expenses. Add lines 1 through 24e	4,975,061	4,085,300	380,594	509,167
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 <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

**Education Through Music
2018-19 Organization Budget**

Approved 8/22/2018

	Sep 18 - Aug 19
Income	
5000 Earned Revenues	
· Program service fees	2,312,970
· Dividends & interest-securities	11,400
5000 Earned Revenues Total	2,324,370
5800 Fundraising Events Total	800,000
4000 Contributed Support & Released from Temporary Restrictions	
· Individual	395,000
· Corporate	180,000
· Foundation	2,156,500
· Government	351,500
4000 Contributed Support Total	3,083,000
Income Total	6,207,370
Expense	
7200 Salaries & Related Expenses	
· Directors/managers	1,251,914
· Support staff	899,414
· Music Teachers	1,988,350
· Taxes & Benefits	708,285
7200 Salaries & Related Expenses Total	4,847,963
7500 Contract Services	
· Accounting fees	26,000
· Bookkeeping fees	2,795
· Consultants	246,557
· Accompanists	36,425
7500 Contract Services Total	311,777
8100 Non-personnel Expenses	
· Supplies	161,727
· Telephone & Internet	18,761
· Software licenses	68,415
· Catering & hospitality	21,744
· Postage, shipping, delivery	9,549
· Printing & copying	36,340
· Credit card processing	8,654
· Payroll servicing	7,600
· Background check fees	3,105
· Program participation incentives	11,430
8100 Non-personnel Expenses Total	347,325
8200 Facility & Equipment Expenses	
· Rent, other occupancy	322,583
· Equipment rental & maintenance	20,400
· External facilities rental	38,525
8200 Facility & Equipment Expenses Total	381,508
8300 Travel Expense	
· Travel	23,441
· Conference, convention, meeting	17,873
· Lodging & meals	21,397
8300 Travel Expense Total	62,711
8400 Fundraising Events Direct Expense Total	130,000
8500 Other Expenses	
· Insurance - General Liability/D&O	22,800
· Membership dues (employee and organization)	4,368
· Bank & Financial services fees	2,960
· Advertising expenses	26,525
· Other costs	1,200
8500 Other Expenses Total	57,853
Expense Total	6,139,137
<i>Surplus/(Deficit)</i>	<i>68,233</i>

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: May 19, 2016

Person to Contact:

Mr. Schatz - 0196497

Toll-Free Telephone Number:

877-829-5500

Employer Identification Number:

13-3613210

Form 990 Required:

Yes

EDUCATION THROUGH MUSIC INC
122 EAST 42ND ST STE 1501
NEW YORK NY 10168-1503

Dear Sir or Madam:

This is in response to your request dated May 12, 2016, regarding your tax-exempt status.

We issued you a determination letter in June 1991, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC 509(a)(1) & 170(b)(1)(A)(vi).

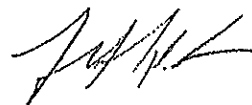
Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

Sincerely yours,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

EDUCATION THROUGH MUSIC, INC.

Board of Directors – 2018-19

Aly Alibhai (Vice Chairman): Director, Mergers & Acquisitions, Citigroup Global Markets.
Joshua Bell: Professional Violinist. Music Director, Academy of St Martin in the Fields.
Richard Bernstein (Chairman): Executive Vice Chairman, Cushman & Wakefield.
Waleed Diab: Director of North America Record Label Business Development, Google.
Katherine D. Elliott (Treasurer): Retired Chief Operating Officer, Petner Asset Mgmt.
Michael Y. Fang: Vosges Capital Partners, LP
Amy Ferris: Vice President of Global Marketing, Apple Music
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Emily H. Susskind: Independent consultant, technology strategy and digital media services.
Rob Weisstuch: Interim Chief Operations Officer, 100K in 10.
Steven J. Williams: Partner, Paul, Weiss, Rifkind, Wharton & Garrison LLP.