Inland Empire Community Foundation
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2024 S.L. Gimbel Foundation Grant Application

Internal Use Only:
Grant: ____________________

Organization / Agency Information

1)Organization/Agency Name: Rosie's House: A Music Academy for Children		
2)Physical Address: 919 E. Jefferson St.		***City/State/Zip*** Phoenix, AZ 85004
3)Mailing Address: 919 E. Jefferson St.		***City/State/Zip*** Phoenix, AZ 85004
4)CEO or Director: Becky Bell Ballard		***Title:*** CEO
5)Phone: 602-252-8475	***6)Fax:***	***7)Email:*** becky@rosieshouse.org
8)Contact Person: Jack Schwimmer		***Title:***
9)Phone: 602.252.8475, ext. 107	***10)Fax:***	***11)Email:*** jack@rosieshouse.org
12)Web Site Address: www.rosieshouse.org		***13)Tax ID:*** 86-0650451

Program / Grant Information

Interest Area:

14)Program/Project Name: Free Afterschool Program for Under-Resourced Youth – Piano Program			***15)Amount of Grant Requested:*** $100,000
16)Total Organization Budget: $1,928,115	***17)Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100):*** 75.2%	***18)Per 990, Percentage of Management & General Expenses Only (Column C / Column A x 100):*** 14.7%	***19)Per 990, Percentage of Management & General Expenses and Fundraising (Column C+D / Column A x 100):*** 24.8%
20)Purpose of Grant Request (one sentence): To support Rosie's House's ability to enroll 250 students in our Afterschool Piano Program for Under-Resourced Youth in 2025.			
21)Program Start Date (Month and Year): January 2025		***22)Program End Date (Month and Year):*** December 2025	
23)Gimbel Grants Received: List Year(s) and Award Amount(s) 2009 - $29,000 2011 - $30,000 2012- $23,000 2014 - $25,000 2018 - $25,000			

Signatures

24)Board President / Chair: (Print name and Title)	Signature:	Date:
Natalie Jones, President	[signature]	10-4-24
25)Executive Director/President: (Print name and Title)	Signature:	Date:
Berry Bell Ballard, CEO	[signature]	10-4-24

2024 S.L. Gimbel Foundation Fund APPLICATION Narrative

Please provide the following information by answering **ALL** questions (I to IV), **12 Font, One Inch Margins.** Use the format below (I to IV). Type your complete answers to the question directly below the question. Please do not delete the questions/instructions/examples and provide clear, specific, and concise answers.

I. Organization Background

A) State the history, mission and/or purpose of your organization.

Our mission is to eliminate barriers to high-quality music education. Through music, we support youth as they develop their full creative and personal potential.

B) How long has the organization been providing programs and services to the community?

Rosie's House was founded in 1996 on the belief that all youth, regardless of economic status, deserve access to a high-quality music education, and to the life and learning skills it fosters. When Rosie's House opened, 20 students enrolled in music lessons that took place in a small two-bedroom house. Today, in our flagship Afterschool Music Program, we annually enroll more than 650 students for music classes across nine unique programs and offer a host of Resources for Success and Leadership Activities.

C) What are some of your past organizational accomplishments (last three years)?

When we moved into our 15,000 square foot building uniquely designed to eliminate barriers to music education in 2021 after renting various spaces for our first 25 years, it marked a turning point for the organization. As the culmination of a successful $7.1 million capital campaign, the move into our new building has fueled our growth and opened new possibilities for how to serve Rosie's House students and families. Our annual budget has doubled since 2019, underscoring our rapid, strategic programmatic growth.

The 2023-24 program year saw substantial growth and critical investment in long-term sustainability. The number of annual lessons increased 20% from 23,640 to 28,650. In addition to enrolling more students each year, we continued to deepen the services we offer to each student and their families. For example, we piloted a new Mental Health and Wellness Initiative that saw 10% of our students avail themselves of a referral system with our partner, Terros Health, indicating the deep need we are seeking to address. With support from the Blue Cross Blue Shield of Arizona Foundation, we will expand the Mental Health and Wellness Initiative during the 2024-25 program year to increase awareness of mental health resources available to our students and families and offer additional training to our faculty and staff.

Our meticulous data collection effort revealed additional important successes during the 2023-24 program year, including:

- 100% of parents agree with the statement "Music helps my child cope with anxiety, stress, and or depression"
- 99% of parents agree with the statement "I have observed that my child has an increased ability to work in groups"

- 99% of students said they would recommend Rosie's House to a friend or sibling
- 98% of students agree with the statement "I feel like I am a part of a community at Rosie's House"
- 97% of parents agree with the statement "When my child is not at first successful, he or she is more likely to persevere and does not give up."

II. Project Information:

A) **Statement of Need**

Specify the community need(s) you want to address and are seeking funds for.
Include demographics, geographic characteristics of the area or community to be served, community conditions and income level. Include relevant statistics.

Among all states, Arizona is ranked 49th in quality of education. At Rosie's House, youth are given access to music education opportunities that they would not have anywhere else, and we support youth as they develop their full creative and personal potential. The college attainment rate among Rosie's House graduates is nearly double the statewide average in Arizona. 100% of Rosie's House 2024 seniors have confirmed post high school paths, including 92% college or military this fall with the remaining 8% moving on to internships and religious service.

Today's growing number of under-resourced youth face rapidly changing economic, social, technological, and environmental challenges that call for community-based solutions. Organizations like Rosie's House fill a critical void in our community, where quality afterschool programs and arts education programs are vastly underinvested, even while study after study shows these very programs are immensely valuable. 35% of K-8th grade public school students lack access to arts and music (Arts Education Data Project), though the Arts and Achievement in At-Risk Youth Report by the National Endowment for the Arts indicates that under-resourced youth who are engaged in art-making have better academic outcomes, more ambitious career goals, and are more civically engaged. In the Theory of Change for the Rosie's House Afterschool Program, all long-term outcomes pertain not to musical proficiency, but rather to skill and abilities like teamwork, leadership, curiosity for the arts, goalsetting, as well as college matriculation.

The entire community of students and families we serve is at or below federal HUD low-income thresholds, and the average household income of our students' families is less than $40,000 a year. We have a waiting list of over 400 students, reflecting the continued demand for Rosie's House's effective programs. Our students and families face many barriers to quality education, and Rosie's House is focused on thoughtfully addressing these barriers.

B) Project Description

1. Describe your project. How does your project meet the community need?
2. What is unique and innovative about this project?

The Rosie's House Afterschool Piano Program is the single most popular instructional program we offer. We enroll students in grades 1-12 for a 32-week learning module. Students can participate in group classes and individual lessons. Group classes emphasize a fun, nurturing environment for young beginners as they learn fundamental techniques. The curriculum includes performance, theory, and technique. Students selected for individual lessons build on the solid foundation built within the group class, with tailored instruction and a strong mentoring relationship with their teacher. All student learn from our highly-credentialed Piano faculty members. Currently, 220 students are enrolled, though with the support of the S.L. Gimbel Foundation Fund, we hope to increase to 250 students in the next year.

We are proud of our student retention rate: our 2024 graduating seniors had been enrolled at Rosie's House for an average of five years.

Our top-quality music education opportunities make us unique among youth development organizations, and our increasing focus on wraparound services, which mitigate various barriers to high-quality arts education, sets us apart from other music education organizations. We have developed a sophisticated no-cost piano curriculum that can accommodate students of all ages and skill levels. And, we are clear-minded in our institutional vision: "We envision a community where all youth have access to music education and opportunities for lifetime achievement."

C) Project Goal, Objective, Activities and Expected Outcome

1. **Note: Objective, Outcome and Evaluation must all be based on the SAME QUANTIFIABLE CRITERIA (for example, "number served, or acres improved"). This quantifiable criteria should refer to the grant amount you are requesting from the Gimbel Foundation only and not the total program.**

State ONE GOAL, ONE OBJECTIVE, ONE OUTCOME. USE NUMBERS AND DO NOT USE PERCENTAGES.

2. **State ONE project goal. The Goal should be an aspirational statement, a broad statement of purpose for the project.**
3. **State One Objective**. The Objective should be specific, measurable, verifiable, action-oriented, realistic, and time-specific statement intended to guide your organization's activities toward achieving the goal. **Specify the activities** you will undertake to meet the objective and number of participants for each activity.
4. **State One Outcome.** An outcome is the individual, organizational or community-level change that can reasonably occur during the grant period as a result of the proposed activities or services. What is the key anticipated outcome of the project and impact on participants? State in a quantifiable and verifiable term.
5. **Evaluation:** How will progress towards the objective (per above) be tracked and outcome measured?
   Provide specific information on how many individuals will be evaluated (should be the same number as in the objective and outcome), how you will collect relevant data and statistics that meet your objective and validate your expected outcome, in a quantifiable manner, as you describe your evaluation process.

BELOW IS AN EXAMPLE OF GOAL, OBJECTIVE, OUTCOME AND EVALUATION: Objective, Outcome and Evaluation should align and should be written in a linear format, using actual numbers, and data that are quantifiable and verifiable. Do not use percentages)

GOAL: Enhance and supplement the diet of food insecure families and children in Mariposa County with healthy, fresh food each month to improve their health and wellbeing.

OBJECTIVE: Distribute at least **500,000 meals of healthy, fresh food to 7,000 unduplicated residents in need**.

ACTIVITIES:

1) Purchase fresh produce and other food items not provided by existing local farm and USDA sources to support 7,000 unduplicated food distribution participants.
2) Continue to promote monthly food distribution program through community partners across the county.
3) Input monthly food distribution data into USDA database system.

OUTCOME: We expect to **provide 500,000 meals to 7,000 unduplicated food insecure county residents**, increasing their healthy food intake and habits.

EVALUATION: Using the USDA's tracking system we will generate reports on the number of food insecure children and families we have served. We will track our role in **providing 500,000 meals feeding 7,000 unduplicated food insecure individuals** and account for additional success or lower numbers of individuals served.

WRITE YOUR RESPONSES using the following format for your goal, objective, respective activities and expected outcome:

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

OBJECTIVE: Enroll 250 students for the Rosie's House Afterschool Piano Program in 2025.

ACTIVITIES:

(1) Recruitment & Enrollment: Rosie's House team members will promote, market, and recruit students for open enrollment spots for the 2025 program year. Recruitment to Title 1 schools and social service agencies throughout Phoenix is a yearlong effort. This activity is accomplished through an active media campaign, tour opportunities, and community engagement.

(2) Curriculum Planning: The four Rosie's House Piano faculty members alongside Program & Community Engagement Director Marvin Scott develop annual curriculum plans that encompass beginning, intermediate and advanced curriculum for our sequential piano program. Weekly lesson plans are developed for the 32-week learning module.

(3) Lessons, Recitals, Weekly Practice Plans: Students participate in weekly lessons. Each lesson includes music theory, practical application, and performance of prepared repertoire. All students perform in recitals twice annually. In addition, each week students have an active practice plan that they accomplish at home on the loaned piano from Rosie's House.

OUTCOME:
We expect to provide lessons to 250 unduplicated Piano students in 2025. By participating in our program, these Rosie's House students will:

- Demonstrate proficiency on piano including the ability to read musical notation, play musical scales and perform repertoire appropriate for their level;
- Demonstrate knowledge of performance traditions, the role of the arts in promoting cultural understanding, and a broad historical understanding of music;
- Demonstrate critical thinking and the ability to evaluate performances; and
- Demonstrate life skills such as dedication, creativity, teamwork and confidence

EVALUATION:
Using our attendance tracking system, we will generate reports on the number of students enrolled in our weekly program. We will track our progress toward enrolling 250 students in 2025. In addition to their enrollment, we will assess the impact of the program through the following measurements:

1. Each semester Faculty will conduct a learning assessment with each student. The teacher will use a rubric that documents the student's skill in music theory, technique, rhythm, musicality and practice routine. The student will receive a grade and a copy of the assessment.

2. All students perform in a studio recital during the spring semester and fall semester.

3. All students and parents will complete a survey, assessing the program's impact on the student's academic and personal achievements. This surveying process includes 33 unique data points. Learning assessment, parent survey data and enrollment numbers are managed and tracked utilizing Form Assembly and our Salesforce database.

D) <u>Timeline</u>

Provide a timeline for implementing the project. <u>The start date and end date should be the same dates on the cover page. Start date should be 3 months AFTER the submission deadline.</u>

The project start date is: January 2025
The project end date is: December 2025
Include timeframes for specific activities, as appropriate.

• January 2025: Spring semester of Piano programming begins
• March 2025: Great Performers Day Festival (all private piano lessons students participate)
•April 2025: Evaluations for all Piano students
• April 2025: Great Performers Showcase Concert; Ovation Gala
• May 2025: Senior Celebration for graduating students; biannual recitals; end-of-year parent, student, and faculty surveys
• June 2025: Make Music Phoenix Event; Summer Camp

• August 2025: Fall semester of Piano programming begins. Community Night to welcome students and families.
• Sept/Oct./Nov. 2025: Community performances and concerts for Advanced Piano students
• November 2025: Evaluations for all Piano students
• December 2025: Winter Recitals (all Piano students perform)

E) <u>Target Population</u>

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

This grant will serve 250 individuals ages 5-18. Our students come from 17 cities throughout Maricopa County, the nation's fourth largest by population. Most reside in the top four zip codes for socioeconomic disparity in the county. The average student attends a Title I school without a music program and has parents without a college degree. Furthermore, Rosie's House serves populations traditionally underrepresented in the arts: 87% Hispanic/Latino, 4% Black, 2% Multi-racial, and 1% American Indian. Within our student population, 5% are in Pre-Kindergarten or Kindergarten, 53% in Elementary School (grades 1-6), 19% in Middle School (grades 7-8), and 23% in High School (grades 9-12).

F) <u>Community Partners</u>

1. How does this program relate to other existing projects in the community?

Rosie's House is the only free music program of its kind in Arizona and one of the largest in the country. We have served approximately 12,000 youth since our founding.

2. Who are your key community partners? Provide a brief description of each key partner and their role(s) in this program.

Several partners are critical in helping us eliminate specific barriers to education. St. Mary's Food Bank, one of the largest food banks in the world, is our partner on our Healthy Meals program, through which we provide 7,500 free meals annually, available to any young person that enters our building. In our Mental Health and Wellness Initiative, we partner with Terros Health. They provide trainings to the Rosie's House team, and promote mental health resources to our students and families. We publicize their free referral system to our community, and in our pilot year we have already seen many students take advantage of this resource. Finally, new in the 2024-25 program year is a partnership with Higher Octave Healing to enhance the ability of our faculty and staff to meet the needs of every student, including those who are neurodivergent, reducing additional barriers within the classroom.

We also have regular programming partnerships with the Musical Instrument Museum, the Phoenix Symphony, and Ballet Arizona, as well as other highly regarded arts and culture organizations in the Phoenix area. These partnerships help increase visibility for our program, and provide students unique opportunities like performances and field trips.

3. How are you utilizing volunteers?

Rosie's House actively utilizes volunteers. As part of their commitment to community service, students perform at various venues throughout the Phoenix area including local hospitals and retirement communities. In addition, parents are required to complete volunteer hours each semester as part of their commitment to Rosie's House. In the 2023-24 program year, parents contributed a combined 1,945 volunteer hours, a $61,851 value according to Independent Sector.

G) Use of Grant Funds

How will you use the grant funds? This answer should align with the specific activities previously outlined in C) Project Goal, Objectives, Activities and Expected Outcomes

Funding from the S.L. Gimbel Foundation Fund would directly support our ability to serve 250 piano students this year by covering costs for program planning and classroom instructional time, instructional books, enrolling prospective families, and classroom facility expenses. This grant would help ensure that Rosie's House can offer our program and its life-changing benefits to more under-served students in the Phoenix metro-area.

III. Project Future

A) Sustainability

Explain how you will support this project after the grant performance period. Include plans for fundraising or increasing financial support designated for the project.

Rosie's House has a 28-year track record of attracting community support. We have a loyal and generous base of individual and institutional supporters, who in 2020 galvanized a successful $7.1 million campaign to purchase our own building for the first time in our history. That campaign then served as a catalyst for expanding our community of donors and funders. As a result, our budget has doubled in the last five years, and we have a significant operating and building reserve. In the past year, we have added new Marketing and Development roles to contribute to sustaining revenue sources. As our largest program, we are confident that the Piano program will continue long beyond the grant performance period.

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

A) Governance

1. Describe your board of directors and the role it plays in the organization.
2. What committees exist within your board of directors?
3. How does the board of directors make decisions?

Rosie's House is governed by a 13-member Board of Directors that provides oversight, adopts ethical and legal governance and financial management policies, and supports Rosie's House. Members of our Board are energetic and passionate about our mission and are active in their governance and fiduciary duties.

Within the Board of Directors, Committee structure includes our Executive Committee, Finance Committee, Governance Committee, and Gala Committee. The Board of Directors makes decisions utilizing data and analysis and centers decision-making in our mission, vision, and values. Voting occurs at monthly board meetings.

B) Management

1. Describe the qualifications of key personnel/staff responsible for the project.
2. What is the CEO/President/Executive Director Salary?

The project will be managed by Marvin Scott, Program and Community Engagement Director. Scott has deep experience as a teacher in Arizona public schools, at Rosie's House, and in Turkey. He served as a Program Manager for the Boys & Girls Clubs of Metro Phoenix prior to returning to Rosie's House in 2019.

Mr. Scott oversees a 22-person music faculty, including four piano teachers who would be deeply involved in this project. Among these four, all four have masters degrees in music, and two have doctoral degrees in music. They have extensive local, national, and international experience performing and teaching.

Becky Bell Ballard, Rosie's House CEO, will also help oversee the program. With over two decades of nonprofit arts experience, Ballard believes passionately in providing equitable opportunities in the arts, as well as the role of the arts in transforming society. Under her leadership, Rosie's House has grown exponentially over the past 16 years. Prior to joining Rosie's House, Ballard oversaw the Phoenix Symphony's Community Engagement Department. In this capacity, she managed initiatives that impacted 80,000 children and adults annually. Her annual salary is $150,000.

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

A) **Budget Table**: Provide a detailed line-item budget for your **entire** program by completing the table below. Note that if funded, this is the budget that you will have to refer to in the Evaluation (Final) Report.

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) The Gimbel Foundation **does not fund indirect costs.**

Line Item Request	Line Item Explanation	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel	Line Item Total of Project
Instructor Rate	$53/class x 40 class/wk x	$ -	**$10,083**	**$57,757**	$67,840

	32 wks of lessons = $67,840				
Instructor Benefits	$67,840 x 7% = $4,748	$ -	$1,248	$3,500	$4,748
Program Supplies	Piano Books & Curriculum $9.99 x 250 = $2,495 Piano Supplies Headsets / Digital Pianos = $500 Tuning = $2,200	$ -	$455	$4,740	$5,195
Advertising & Marketing	Enrollment Campaign (Flyers, Tour Events, Advertising) = $1,003	$ -	$1,003	$ -	$1,003
Translation Services	$31.25/hr x 2 hrs/wk x 32 wks = $2,000	$ -	$ -	$2,000	$2,000
Evaluation	250 student evaluations (Spring/Winter) x $1.35 x 2x/yr = $675	$ -	$ -	$675	$675
Program Manager Sr.	$31.25/hr x 10 hrs/wk x 32 wks = $10,000	$ -	$ -	$10,000	$10,000
Program Manager	$26.45/hr x 7 hrs/wk x 32 wks = $5,924	$ -	$ -	$5,924	$5,924
Program Director	$45.65/hr x 5 hrs/wk x 32 wks = $7,304	$ -	$ -	$7,304	$7,304
Chief Executive Officer	$72.12/hr x 5 hrs/wk x 32 wks = $11,539	$ -	$11,539	$ -	$11,539

Piano Classroom Maintenance	Portion of Cleaning for 32 Weeks = $544	$ -	$544	$ -	$544
Concert Production for (Spring/Winter/Showcase Recital Series)	Stage Rental, Piano Rental, Program Booklets, Reception = $10,100	$ -	$2,000	$8,100	$10,100
Security	$31/hr x 20 hrs/wk x 32 weeks = $19,840	$ -	**$19,840**	**$-**	$19,840
Piano Classrooms	Occupancy for Digital Piano Lab, 2 Studios = $11,100	$11,100	$ -	$ -	$11,100
In-Kind Parking	Overflow Site Parking = $3,973	$ -	$3,973	$ -	$3,973
TOTALS:	$161,785	$11,100	$50,685	$100,000	$161,785

B) **Narrative:** The budget narrative is the justification of "how" and/or "why" a line item helps to meet the program deliverables. **Provide a description for each line item.** Each line item must have a narrative. Explain how the line item relates to the program. If you are requesting funds to pay for staff, list the specific duties of each position. See attached SAMPLE Program Budget and Budget Narrative

1. Instructor Rate: Piano instruction cost for 32 Weeks of Lessons x 40 Classes Rate of $53 = $67,840. The piano instructors are critical to the achievement of youth demonstrating proficiency on piano including the ability to read musical notation, play musical scales and perform repertoire appropriate for their level. They create lessons plans and develop the scale and sequence of classes.

2. Instructor Benefits: Instructor benefits include necessary taxes to employ piano instructor to achieve the goals of the piano program.

3. Program Supplies: Piano Books & Curriculum $9.99 x 250 = $2,495, Piano Supplies, Headsets/Digital Pianos = $500, Tuning = $2,200. These program supplies are essential to the curriculum of the piano program.

4. Advertising & Marketing: Enrollment Campaign (Flyers, Tour Events, Advertising) = $1,003. The advertising & marketing costs are essential to achieve the goal of enrolling 250 youth in the piano program.

5. Translation Services: $31.25/hour x 2 hours/week x 32 weeks = $2,000. Communicating effectively with Spanish speaking families is essential to the enrollment, achievement and evaluation of the piano program. 85% of Rosie's House families identify as Hispanic.

6. Evaluation: 250 student evaluations (Spring/Winter) X $1.35 = $675. The evaluation process is essential to understanding the learning of each student within the piano program. The cost is paid to the evaluator on a per student basis.

7. Program Manager Sr.: $31.25/hour x 10 hours/week x 32 weeks = $10,000. The Program Manager Sr. coordinates students' schedules, piano keyboard loans, and curriculum needs. There role is essential to the goals of the piano program.

8. Program Manager: $26.45/hour x 7 hours/week x 32 weeks = $5,924. The Program Manager is onsite during the piano classes and coordinates directly with the instructor for classroom activities. They make parent phone calls, provide guidance on practice needs and are essential to the goals of the piano program.

9. Program Director: $45.65/hour x 5 hours/week x 32 weeks = $7,304. The Program Director hires, evaluates and directs the piano instructor. They ensure quality of the Piano Program by creating curriculum and overseeing the instructor's lesson plans. They also resolve any student/parent issues that arise.

10. Chief Executive Officer: $72.12/hour x 5 hours/week x 32 weeks = $11,539. The Chief Executive Officer oversees the attainment of overall goals in the Piano Program and is critical to the evaluation of program effectiveness. The CEO makes hiring decisions, reviews evaluation data, and attends all recitals. They ensure policies of the Piano Program are fair, ethical and equitable.

11. Piano Classroom Maintenance: Portion of Cleaning for 32 Weeks = $544. Maintaining a lab that is clean, orderly, and dignified is important to the attainment of the educational goals of the Piano program.

12. Concert Production for (Spring/Winter/Showcase Recital Series) Stage Rental, Piano Rental, Program Booklets, Reception = $10,100. Part of evaluating the piano program is that all students perform in a studio recital during the spring semester and fall semester. The costs for concert production are essential to the goals of the Piano program.

13. Security: $31/hour x 20 hours/week x 32 weeks = $19,840. The safety of students at Rosie's House is of the utmost importance and is critical to families and students feeling safe and therefore able to achieve the goals of the Piano program. **Rosie's House will seek funding for security from sources that are not S.L. Gimbel Foundation.**

14. Piano Classrooms: Occupancy for Digital Piano Lab, 2 Studios = $11,100. The occupancy costs, covered by our recent capital campaign, are essential to having appropriate instructional spaces for the Piano Program. The spaces include state-of-the art technology for the Digital Piano Lab and individual lesson studios including a studio with a double grand piano.

15. In-Kind Parking: Overflow Site Parking = $3,973. Rosie's House utilizes additional parking from an adjacent business. The in-kind parking enables all families to attend their lessons without the cost of parking (which would be prohibitive for our families). This in-kind parking arrangement is essential to the success of the Piano program.

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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, Individual donors, In-Kind, Other (specify)	Amount
Phoenix Department of Arts & Culture (Government)	$21,750
Arizona Commission on the Arts (Government)	$14,800
Individual donors	$14,135
TOTAL	**= $50,685**

Pending

Name of Funder: Foundation, Corporation, Government, Individual donors, Other (specify)	Amount	Decision Date
N/A		

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
Individual Contributions	$811,973	33%	Interest Income:	$119,148	5%
Fundraising/Special Events	$259,419	10%	In-Kind Income	$106,844	4%
Corp/Foundation Grants	$1,022,755	42%			
Government Grants	139,791	6%			

Notes:
Rosie’s House has a diverse funding mix that includes individual contributions, special events, a robust portfolio of grants and a small amount of interest and in-kind support.

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VII. Financial Analysis

Agency Name: Rosie's House: A Music Academy for Children
Most Current Fiscal Year (Dates): From July 1, 2024 **To:** June 30, 2025

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
(This should be your recently filed Form 990 and should not be more than 2 years old)

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
$1,976,112	$1,486,168	$289,615	$200,329

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%	75%	15%	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**
15%	15%	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
$4,292,405	$700,337	207,997	24

Excess or Deficit for the Year:

Excess or (Deficit) **Most recent fiscal year end** June 30 2024	**Excess or (Deficit)** **Prior fiscal year end** June 30 2023
$784,623	$11,353

Notes: Rosie's House received two unexpected bequests in FY 2024 which accounts for the excess revenue. As reflected in our Quick Ratio, Rosie's House has $4,292,405 in cash. $2.6 million is reserved for loan payments on building assets. The approximately $1.6 million remaining is in operating and building reserves. The $1.3 million in operating reserves covers 9 months of expenses for revenue fluctuations. Building reserves of $300,000 address critical needs, like anticipated plumbing in FY25. Overall, Rosie's House has developed reserves through smart financial management in accordance with best practices.

VIII. EMAIL TWO PDF files to Gimbel@iegives.org

A. One PDF file of the following, #1 to #5 B. Second PDF file of the following, #6 & #7

#1	Completed Grant Application Form (cover sheet, narrative), budget page and budget narrative (see sample) and sources of funding, financial analysis page	#6	A copy of your most recent year-end financial statements (audited)
#2	Your current operating budget and the previous year's actual expenses (see sample Budget Comparison)	#7	A copy of your most recent 990. **Please make sure that the Form 990 you submit is no more than two (2) years old.**
#3	Part IX **only** of the 990 form, Statement of Functional Expenses (one page). **Please make sure that the Form 990**		

	you submit is no more than two (2) years old.		
#4	For past grantees, a copy of your most recent final report.		
#5	A copy of your current 501(c)(3) letter from the IRS		

Rosie's House Budget Comparison

Income	Actuals Most Recently Completed Year 2024	Budget Projections Current Year 2025	Variance
Individual Contributions	$1,200,690	$636,000	($564,690)
Corporate Contributions	$62,738	$112,000	$49,262
Foundation Grants	$960,017	$765,500	($194,517)
Government Contributions	$137,738	$68,000	($69,738)
Other Earned Income	$3,611	$16,818	$13,207
Other Unearned Income	$355,399	$300,000	($55,399)
Interest & Dividend Income	$114,072	$110,000	($4,072)
Total Income	**$2,834,265 -**	**$2,008,318**	**($825,947)**
Expenditures			
Personnel			
Salary CEO – Required	$150,000	$150,000	$ -
Staff Salary (total)	$679,822	$929,263	$249,441
Payroll Taxes	$63,185	$82,563	$19,378
Insurance - Workers' Comp	$2,475	$2,482	$7
Insurance - Health	$47,065	$51,609	$4,544
Payroll Services	$5,193 -	$5,200	$7
Retirement	$7,242	$28,757	$21,515
Total Personnel	**$954,982**	**$1,249,874**	**$294,892**
General Program/Administrative			
Bank/Investment Fee	$45,288	$13,196	($32,092)

Publications	$34,494	$37,083	$2,589
Conferences & Meetings	$9,458	$11,050	$1,592
Mileage	$2,804	$4,550	$1,746
Audit & Accounting	$13,775	$12,000	($1,755)
Program Consultants	$55,465	$43,260	($12,205)
Insurance Expense	$26,451	$28,272	$1,821
Telephone Expense - Land Lines	$ -	$ -	$ -
DSL & Internet	$5,831	$16,416	$10,585
Website	$ -	$ -	$ -
Office Supplies	$39,889	$48,122	$8,233
Postage & Delivery	$8,339-	$8,657	$318
Printing & Copying	$29,691	$34,058	$4,367
Miscellaneous (Program Supplies, Occupancy, Utilities, Security, Professional Development, Special Events, Concert Production, Depreciation)	$823,179	$421,577	($401,602)
Total General Program/Administrative	**$1,094,664**	**$678,241**	**($416,423)**
Total Expenditures	**$2,049,646**	**$1,928,115**	**($121,531)**
Revenue Less Expense	**$784,619 -**	**$80,203**	**($704,416)**

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	109,200	54,600	21,840	32,760
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	598,698	499,073	55,597	44,028
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	57,224	32,936	19,583	4,705
10 Payroll taxes	53,931	42,453	5,754	5,724
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	20,928		20,928	
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)	69,567	39,270	11,350	18,947
12 Advertising and promotion				
13 Office expenses	173,468	124,426	24,108	24,934
14 Information technology				
15 Royalties				
16 Occupancy	648,736	515,142	88,548	45,046
17 Travel	3,794	3,614	120	60
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	2,272	600	1,547	125
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	43,507	39,891	3,616	
23 Insurance	14,840	10,388	2,968	1,484
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 MARKETING AND PUBLIC RE	55,220	33,444	8,479	13,297
b				
c				
d				
e All other expenses	124,727	90,331	25,177	9,219
25 **Total functional expenses.** Add lines 1 through 24e	1,976,112	1,486,168	289,615	200,329
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).				

INLAND EMPIRE COMMUNITY FOUNDATION

S. L. GIMBEL FOUNDATION FUND

Please complete the form and type your answers directly underneath the questions. Leave one space between numbered questions.

ORGANIZATION INFORMATION

1. Name of your Organization: **Rosie's House: A Music Academy for Children**
2. Grant #: **20180879**
3. Grant Amount: **$25,000**
4. Date Awarded (date on award letter): **November 15, 2018**
5. Grant Period (Indicate start date and end date per Grant Agreement): **December 1, 2018 - November 30, 2019**
6. Location of your Organization (City, State): **Phoenix, AZ**
7. Name and Title of person completing evaluation: **Jack Schwimmer, Development Director**
8. Phone Number: **602.252.8475, ext. 107**
9. Email Address: **jack@rosieshouse.org**

KEY OUTCOMES AND RESULTS

10. Total number of clients served through this grant funding:

    A) Per original grant application, what is the estimate number served: **160**

    B) Actual number served: **179**

11. Describe the project's key outcomes and results based on the goals and objectives. (Include the program accomplishments as a result of the Gimbel grant AND for the entire program. Please make the distinction between the Gimbel funded program accomplishments and the total organizational program, as a whole).

Goal:

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

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

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

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

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

Objective: In terms of specific quantifiable criteria:

A) Per original grant application:
Enroll 160 students in the Rosie's House Afterschool Propel Piano Program in the 2018-2019 program year.

B) Actual grant outcome, results, accomplishments:
Thanks to the support of The S.L. Gimbel Foundation, The Propel Piano program thrived last year. We exceeded our goal of 160 students by an additional 19 students.

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

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

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

12. Describe any challenges/obstacles the organization encountered (if any) in attaining goals and objectives.

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

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

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

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

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

While we always encourage our students to be collaborative and community-minded, it was not an intended direct impact from this grant. However, increased collaboration and community building was definitely a positive outcome in the piano program last year. As an example, several piano students reached out to peers in other departments to collaborate on performances. The students worked together to pick repertoire, set-up extra practice time, and worked with both of their instructors to improve their performance. Additionally, these students sought extra performance opportunities and auditioned for

special events. This level and cross-department collaboration has sparked an energized level of creativity on our campus!

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

15. Briefly describe the impact this grant has had on the organization and community served.
Rosie's House is aiming to fill a critical need in Phoenix among low-income families who lack the financial ability to provide their children real world skills increasingly unavailable in their schools.

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

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

BUDGET

16. Please provide a budget expenditure report. Also, provide a budget narrative that explains how the funds were utilized, what was purchased, what were the expenses items based upon the **original budget submitted and approved**. The **Awarded Amount** column from Gimbel should match the **Actual Line item expense column**. Use the form below and expand as needed:

Line Item	Line Item Explanation	Support From Your Agency	Support From Other Funders	Awarded Amount From Gimbel	Line Item Total of Project	Actual Line Item Expense
Piano and Faculty Instruction	30 Weeks of Lessons x 33 Classes x rate of $40 = $39,600		$22,800	$16,800	$39,600	$16,800
Program Management	Department Head stipend of $3,000 x 1		$2,000	$1,000	$3,000	$1,000

	department head = $3,000					
Classroom Space	Maintenance rate of $2,500 x 2 classrooms = $5,000		$2,500	$2,500	$5,000	$2,500
Curriculum Development	Development of curriculum for 33 classes and 160 students			$1,000	$1,000	$1,000
Supplies	Classroom supplies for 160 students x $10 each = $800	$800	$400	$400	$1,600	$400
Instrument Repair & Maintenance	Maintenance & Repairs for student keyboards = $1,200	$1,000			$1,000	
Instrument Purchase	Purchase of 25 new student keyboards x $120 each = $3,000		$1,800	$1,200	$3,000	$1,200
Translation Services	Services to translate parent notices and communications = $5,000	$500		$2,000	$2,500	$2,000
Performance Travel	Travel for community performances = $500	$400		$100	$500	$100
Concert Production	Performance site rental = $700	$500			$500	
TOTALS:		$3,200	$29,500	$25,000	$57,700	$25,000

Rosie's House utilized grant funding to support a range of expenses within our Piano program. The largest of these was piano faculty and instruction, which included $16,800 for our instructors and another $1,000 for our department head. The remaining $7,200 awarded by the S.L. Gimbel Family Foundation went toward maintenance of classroom space ($2,500), translation services for family communications ($2,000) the purchase of new student keyboards ($1,200), curriculum development for 33 classes ($1,000), classroom supplies ($400), and travel for community

performances ($100). Other funders included the Phoenix Office of Arts & Culture, Arizona Commission on the Arts, Wells Fargo and William L. and Ruth T. Pendleton Memorial Foundation.

SUCCESS STORIES

17. Please tell us ONE success story.

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

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

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

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

IRS Department of the Treasury
Internal Revenue Service

ATLANTA GA 39901-0001

In reply refer to: 0752453551
Oct. 16, 2017 LTR 4168C 0
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BODC: TE

ROSIES HOUSE A MUSIC ACADEMY FOR
CHILDREN INC
PO BOX 13446
PHOENIX AZ 85002-3446

009182

Employer ID Number: 86-0650451
Form 990 required: Yes

Dear Taxpayer:

This is in response to your request dated Oct. 04, 2017, regarding your tax-exempt status.

We issued you a determination letter in May 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 Sections 509(a)(1) and 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).

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ROSIES HOUSE A MUSIC ACADEMY FOR
CHILDREN INC
PO BOX 13446
PHOENIX AZ 85002-3446

Sincerely yours,

Teri M. Johnson
Operations Manager, AM Ops. 3