



## **Executive Summary & Business Plan**

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[www.etmla.org](http://www.etmla.org)

## EXECUTIVE SUMMARY

ETM-LA began programming in Fall 2006 in Los Angeles, as an affiliate non-profit of the Education Through Music, Inc. (ETM) organization with over 26 years of success in New York, and shares its mission 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. The ETM model makes music education a reality for thousands of children who would otherwise have limited or no exposure to the arts, uses music instruction to strengthen students' ability to learn in all areas, and works to build schools' capacity to sustain programs. ETM-LA targets partner schools with populations in which over 85% of students qualify for the Federal Free or Reduced Lunch Program, over 95% are minorities, and approximately 10% are disabled.

Education Through Music-LA emerged from the alarming lack of in-school music instruction for low-income schools, and the need for quality music and arts education as part of the core curriculum for every child. A study conducted by Stanford Research International found that "California students lag behind the national average in hours of arts instruction—up to 50% less in music and visual arts instruction at the elementary level." Los Angeles schools with already low-achieving student populations, primarily in low-income and minority communities, are typically first to lose their arts programs. The growing emphasis on standardized test results have caused an academic atmosphere in which schools pull out the creative arts, leaving students devoid of a well-rounded education.

Critical Links: Learning in the Arts and Student Academic and Social Development shows that learning music increases children's reading, writing, mathematical, and spatial temporal reasoning skills. Children learn better when music is part of their school routine. "The arts regularly engage multiple skills and abilities [and nurture] the development of cognitive, social, and personal competencies." (Champions of Change: The Impact of the Arts on Learning)

Despite various attempts over the past decade to restore arts programs, many with good intentions fall short, and there are continued disparities in the quality and quantity of arts education today. Six common difficulties regarding arts education are:

- Instruction is not comprehensive
- Resources are insufficient and inequitable
- Arts education is undervalued
- Shortage of qualified arts educators
- Variation in the quality of partnerships between schools and cultural organizations
- Insufficient facilities for arts education

## SOLUTION

ETM-LA provides comprehensive, sequential, skills- and standards-based music instruction and related enrichment opportunities.

- All students will be instructed weekly throughout the year, regardless of talent, including those in Special Needs programs.
- Artists and academic teachers will receive professional development to help them serve as resources to each other in supporting learning in all areas
- Each school community will receive guidance in building support for music as part of a well-rounded education.
- Music faculty will be mentored and trained to be effective educators in the classroom.
- ETM-LA will work within each school's physical constraints to provide music education to all students; in addition they will help schools assess facility needs and apply for capital grants.

A study by LS Associates (2004) provides evidence that Education Through Music supports a range of positive student outcomes in such areas as music, self-confidence, and skills for learning. Further findings and overall data show that there was a larger increase in the percentage of students who met English Language Arts learning standards (54%) at schools that implemented ETM compared to an average increase of 17% at comparison schools. For comparison in the subject of math, overall, data show that there was a larger increase in the percentage of students who met Math learning standards (82%) at schools that implemented ETM compared to an average increase of 58% at comparison schools.

ETM-LA forms long-term partnerships with inner-city elementary and middle schools that lack sufficient resources for school-wide music education. We work with each principal to design an individualized program for each partner school, addressing the school's needs and incorporating:

- A skills-based, comprehensive and sequential curriculum reaching every student,
- Integration to support student learning in a range of academic areas,
- Customized training and mentoring for teaching artists and music teachers; Professional development for academic teachers; and Management guidance for principals,
- Ongoing assessment and evaluation, and
- Parent and community involvement.

ETM-LA galvanizes LA's at-risk communities by restoring quality, in-school music education to these populations, ensuring they may reap the numerous benefits of a well-rounded education.

## BACKGROUND

Formed and incorporated in 2006, ETM-LA, Inc. is a music education organization based on Education Through Music, Inc., a New York City-based non-profit formed in 1991 to promote the use of music and other arts in schools in disadvantaged areas as a means of enhancing students' academic performance and general development. As an organization that targets low-income populations and serves every child with equitable music education, ETM-LA truly exemplifies dedication and commitment to bettering the lives and overall learning abilities of every child in our nation. In 13 years, ETM-LA has expanded from 2 to 36 partner schools, and this school year ETM-LA will serve over 15,000 schoolchildren.

## PROGRAMMATIC GOALS

We aim to ensure every child has an equitable opportunity for quality music education in school. Goals in the next three years include:

- By 2021, expand to serve 50 schools,
- Reach an additional 1-2 new school districts beyond the Burbank, Compton, Inglewood, Los Angeles, and Pasadena Unified School Districts,
- Reach approximately 25,000 children, and
- Continue to build instrumental and ensemble offerings for upper grade levels.

Expansion to new schools will spread mission and the importance of giving every child a well-rounded education that includes music. Advocacy efforts will assist to also strengthen the support for school-wide reform through quality music education. In turn, ETM-LA also hopes to:

- Advance the field of music education by raising the accountability for highly trained music educators; provide unique programmatic and training services/professional development,
- Build strategic partnerships with other arts, and arts education organizations,
- Collaborate with non-arts partners on how cross-sector work can enable deeper, more meaningful approaches to increase student outcomes, and
- Ensure more communities are equipped with better resources and communication around tools available for them, including how Education Through Music-Los Angeles can be a partner for their school, community and district.

## OPERATIONAL AND FINANCIAL GOALS

Operationally, ETM-LA's vision for the next three years is to **build capacity and a strong infrastructure** to meet the expanding needs of the program, to grow the size and capacity of our board to further our mission, and to guide school administrators in working towards sustaining their music programs in the future.

Objectives for this desired state in the next three years are:

- 1) Support key staff with resources to strengthen infrastructure and build more deeply on their department goals;
- 2) Recruit additional board members, and utilize their skills through committees;
- 3) Continue to hire and train more music teachers; and
- 4) Foster greater collaborations among all constituents—Music teachers, teachers, principals, students, community, and government leaders—to build self-sustaining music programming.

Through these areas, we aim to achieve the following outcomes:

- Build a solid operational foundation for future expansion and long-term sustainability,
- Maintain top-quality music education programming for each of our partner schools,

- Increase board engagement, ownership, and involvement,
- Cultivate deeper relationships with individual donors to build lasting partnerships, and
- Deepen our collaboration with school districts to assist them in sustaining programs independently and long-term.

Steps ETM-LA has already taken towards fulfilling these goals include: hiring key positions including Director of Development, Instructional Supervisors, and a Director of Community Affairs and Partnerships; developing key committees on the Board of Directors; participating in the LA County Arts Commission and Create CA's leadership forums, and continuing to host Principal and Leadership Conferences to exchange short- and long-term strategies between school principals.

Financially, ETM-LA's vision for the next three years is to diversify and expand income sources and to support program sustainability. Objectives include:

- 1) Assist school principals and administrators to develop strategies for future sustainability of the music program through identifying sources of funding, parent involvement, and grants,
- 2) Increase the involvement of donors, educators, business leaders, foundations, and other stakeholders in the planning of future fundraising events and campaigns, and
- 3) Continue to strengthen individual donor base. Steps ETM-LA has taken include: working with our board closely to cultivate champions; guide schools and PTAs to arrange guest artist concerts to raise funds, partnering with business leaders (i.e. Neutrogena, Globalgiving, Fox Glee), and establishing an online presence through Facebook, GlobalGiving, and YouTube to keep donors informed and engaged.

## **BOARD DEVELOPMENT**

Our board's leadership sets the course for ETM-LA's vision, governance, and opportunities for fund development and key partnerships in the community. To that end, ETM-LA believes in fostering our board's growth, involvement, and development in order to achieve our goals towards our strategic plan. This includes the following objectives:

- Expand Board to include both demographic talent and diversity,
- Our board has strong music industry representation; incorporate more finance, marketing, technology individuals,
- Strengthen committee responsibilities and processes, and
- Continue to utilize Board Coaches/Consultants and non-profit board training to develop further tools and resources.

## **FUND DEVELOPMENT**

Increase diversity of fundraising efforts to build broader range of revenue streams:

- Target specific appeals/customize communications to diversified donor groups
- Strengthen individual giving and corporate donor relationships

- Reach out to more government officials to build awareness for what ETM-LA is doing in each school and city council district; reach out to Congressmen, Senators and Representatives
- Present and engage stakeholders through our Annual Gala Event & other Special Events, and
- Support and participate in/with school, community and parent fundraisers.

## **MARKETING / COMMUNICATIONS**

ETM-LA works to ensure equitable opportunities for low-income youth and individuals through comprehensive, sequential music instruction for our youth, and solid training and support for the artists in our community to succeed. We need to make the public more aware of our mission and brand. To that end, future marketing in the next 3 years should target local media and creative new strategies that include:

- Press Releases (News, Weather Stations to stop by a school),
- Branding – make public aware; have real success stories,
- Marketing when local and national artists visit schools,
- Hold more specific fundraising events catered to diverse donor groups
- Build relationships with news writers and media, and include them in community and other events, and
- Build social media into fundraising and communication campaigns.

## **COMMUNITY INVOLVEMENT AND PARTNERSHIPS**

Education Through Music-LA continually engages the local community to support and enhance the arts experiences. Parents and other members in the community have become active volunteers, acting as ushers, fundraisers, and chaperones. We create opportunities for our music teachers and other local artists to perform for, engage, and give workshops in our schools and communities. Locally and nationally renowned artists who have dedicated their time include Ed Helms (The Office), Patti Austin, Johnny Mathis, Academy Award-Winning Composer Michael Giacchino, Grammy-Winning Violinist Joshua Bell, Common, En Vogue, Ellie Kemper, Jane Lynch, Kate Flannery, Karen David, Rickey Minor, Richard M. Sherman, Christophe Beck, Billy Childs, Malcolm McDowell, Josh Gad, Judith Hill, Sheila E., La Santa Cecilia, Michelle Branch, Angela Kinsey, and others. Partnerships with other organizations help nurture arts appreciation and enhance musical learning. ETM-LA will continue to create more opportunities for intersection between the students we serve and the local community.

## **EVALUATION**

Assessment and evaluation of our ongoing music education programs are major components of ETM-LA. We assess music instruction using a five-point rubric system to evaluate music teachers throughout the year. To evaluate the effectiveness of our training workshops, survey participants complete evaluation forms that judge *effectiveness*, *preparation* and *usefulness of the workshop and presenter*, *workshop content applicability*, and concepts desired for future workshops.

End of the year surveys for music teachers, Academic Teachers, and Principals measure how the program and overall partnership are progressing, and provide feedback for ways to strengthen the program. The survey for Academic Teachers asks school teachers to cite improvements in student academic performance such as *math, literacy, and other thinking skills*, behavioral skills and attitudes such as *self confidence, self-esteem, ability to pay attention and focus, and social behavior*.

Internal and external evaluation of our staff and board will inform ETM-LA's progress towards reaching its administrative and financial goals. Finally, an external evaluation in partnership with *Evaluation Specialists* (completion by 2020) and the Los Angeles Unified School District will aim to present the impact that a sequential, comprehensive music instruction can have on student outcomes.

## **CONCLUSION**

Education Through Music-LA believes that music education has a positive, life-long impact on all children, and that we have an active role in nurturing the low-income communities and artists. ETM-LA's effectiveness relies upon strong school leadership; a comprehensive and sequential curriculum; knowledgeable, well-trained music teachers; performance opportunities; supportive school and community involvement; and ongoing assessment.

\$200,000 will help to expand our reach to 1,334 more students. It costs \$150 on average per student to provide them with an entire year of weekly, quality music instruction as part of the schoolday.

Through partnerships and the support of dedicated stakeholders, together we will be able to continue to nurture positive change in schools and communities across Los Angeles County.