

MacPhail Center for Music

7/1/19-12/31/19 Report to Minnesota Dept. of Education for 2019-20 Academic Year

Online programs offered

MacPhail's Online School Partnerships (OSP) Program works with schools across Minnesota to offer supplemental music education resources. The partnerships expand and enhance, rather than replace, music learning opportunities provided by public schools, while offering professional development and collegial support to music educators. Programming takes the form of individual lessons, group lessons, master classes, clinics and early childhood music education, depending on the needs identified through each partnership. OSP partners with 20 organizations throughout Greater MN. In FY19, OSP served 869 individual students through remote lessons. OSP is an innovative, cost-effective response to the needs of communities where instrument or music genre specialists are inaccessible due to geography or location.

OSP offers exceptional ensemble and individual lessons experiences to engage students over an extended period to increase their proficiency in and understanding of music. MacPhail's 210 teaching artists specializing in 35 instruments and voice are available to online school partners. The roster includes highly credentialed individuals who provide in-depth instruction in flute and clarinet, low brass, double-reed, percussion, voice and jazz styles that would not otherwise be available to residents in the communities served through this grant funding. MacPhail has studied online programs nationwide with leaders in the field, including Manhattan School of Music, New World Symphony, Cleveland Institute of Music and Cowles Center for Dance. We are the only community music school in the country to offer live, sequential online music learning experiences.

Program outcomes

While initial program outcomes for the grant period are still in progress due to the school year having just begun in September, the tools developed in consultation with our evaluation partners at Wilder Research are being administered with students by MacPhail teaching artists to set a baseline against which student skills can be evaluated. The survey is specifically designed to measure each student's musical skills, ability to focus, confidence, intonation, technique, rhythm, musical expression, tone quality, and other aspects related to their progress throughout the program. 48 students have been evaluated through this survey so far and ultimately every individual engaging with these lessons will take part in evaluation. Toward this end, we have partnered with Wilder Research to conduct evaluation measures for program outcomes, which will be displayed in a report at the end of 2020.

Students served

OSP served 124 high school students over the initial six months of the grant term, having delivered 502 hours of total instruction; and served 237 K-5 students for a total of 40 hours of instruction. Because the Minnesota school year started in September, but the grant term began in July, we expect these figures to show regular increases throughout the year.

An estimate of the unmet need for music education

Schools in Greater Minnesota often employ only one music teacher for the entire school—or in some cases, the whole district—which gives neither instructors nor students the flexibility to receive individual

and small group lessons. Even in cases where music teachers have enough time and resources to pursue individual and small group instruction, their expertise may vary across multiple instruments. It is under this kind of scarcity that we expect the need for music education to continue expanding at a steady rate over the next 18 months of the grant agreement. Due to MacPhail's roster of specialized music educators, we foresee few significant difficulties meeting the needs of as many schools and students as we can over the forthcoming period. Scheduling for future hours has already occurred during the 2020 calendar year and we have received a signed contract from Deer River High School in Deer River, MN, which shows we are adequately expanding to meet educator and student needs.

Detailed list of expenditures

MacPhail's Administration and Supervision costs remained at \$6,955 in Q2, as they are expected to throughout the remaining two quarters. Expenditures for Non-Licensed Classroom Personnel increased in response to the beginning of the school year in early September, growing from \$1,712 in Q1 to \$21,517 in Q2. MacPhail instructors categorized under Non-Licensed Classroom Personnel were compensated at an average of \$44.55 an hour, having completed a total of approximately 465 student contact hours with a few exceptions. A further detailed breakdown of hours and wages paid to individual teachers can be provided to the Dept. of Education upon request. Related increases can be noted in FICA/Medicare costs (from \$534 in Q1 to \$1,646 in Q2), Health Insurance (from \$724 in Q1 to \$2,533 in Q2), Tax-Sheltered Annuities/MN Deferred Compensation (\$35 in Q1 to \$108 in Q2), Worker's Compensation (\$35 in Q1 to \$108 in Q2) and Unemployment Compensation (\$14 in Q1 to \$43 in Q2).

Consulting fees of \$4,958 were paid to our partners at Wilder Research in Q2 for their annual evaluation of Online School Partnership student outcomes, whereas Q1 incurred no costs on this line item. Similarly, \$400 was attributed to repairs for computers and technology in Q2, whereas no costs were required in Q1. \$838 was allocated to Online School Partnership network fees in Q2 under the Communication Services line item, and \$700 in Materials was allocated to instruments, supplies, music and other instructional items for early childhood students. In the Miscellaneous Expenses line item, we attributed \$575 to Marketing and Communications costs.