

**Young Musicians Program:
An Application Made to The Coming Up Taller Awards
January 30, 2006**

1. Program Summary

Young Musicians Program is a music-based youth-development and educational enrichment program annually providing outstanding, year-round pre-professional music training, personal support and intervention, and intensive on-site academic reinforcement, at no cost, to 80-90 disadvantaged young people, ages 9-18.

Our mission is to improve the long-term personal and educational trajectories of these young people, facilitating their comprehensive development while increasing their competitive appeal at secondary and post-secondary schools. To accomplish this mission, the program emphasizes three areas of concentration, the *YMP Power Triangle*: **music** training and performance; **academic** resources and training; and comprehensive **standards for personal behavior** for students.

Once accepted into YMP, the overwhelming majority of our students remain with the program throughout their middle- and high-school years. Our attrition rate is near zero, and we explicitly expect every YMP student to graduate from high school. Our history clearly demonstrates YMP's success at producing capable, ambitious students with exceptional records: For 18 years in a row, 100% of our seniors have been accepted at institutions of higher education. *One hundred percent.*

YMP doesn't simply expose young people to their greatest possibilities: *more than that, we expect them to achieve great things*, to use their talents, opportunities, and discipline to rise past life's challenges. And so they do.

2. Evidence of High Quality Programming

To be eligible for participation, families must show evidence of financial need; average family income is \$26,000 per year. More than 90% of our students are of color. Many of the families face significant stressors, including homelessness, English-language difficulty, substance abuse, and domestic disturbances. Some of the children are in foster care or live with other guardians.

To address the needs of this challenged population, three principal beliefs are central to our program:

1. The belief that talent exists independent of class, race, and family dynamic or circumstance;
2. The belief that in order to fulfill the potential of talented young people from disadvantaged backgrounds, pre-professional arts programs like YMP must offer comprehensive, personal, long-term, and integrated services that address all aspects of a student's life; and
3. *The belief that if programs for this population are to serve as the gateway to expanded opportunities, they must expose children to the highest possible standards, to help them rise beyond their circumstantial limitations and successfully compete on a national level.*

News of YMP's success is reaching a wide audience:

- In April 2005, YMP was awarded a \$40,000 grant from the National Endowment for the Arts for the 2005-2006 program year. This grant was one of the largest made by the NEA to a single organization.
- In 2004, for the first time, one of our students was named by the Bill & Melinda Gates Foundation as a Gates Millennium Scholar (a highly competitive 4-year scholarship); in 2005, her scholarship was renewed, based on her outstanding academic performance.
- In three of the past four years, UCB has honored a YMP Senior with the Regents' and Chancellor's Award, the university's most prestigious scholarship. For the academic year 2005-2006, four of our students received substantial scholarships to attend UCB.
- Last year, a full 20% of our students achieved perfect GPAs of 4.0 for the entire academic year.

Two of our most recent initiatives demonstrate our ongoing quest for excellence:

1. **Academic Intensification – YMP/Chancellor's 4.0 Club**: Academic reinforcement is of particular importance for our population of students, who may otherwise receive little support for their academic efforts and who may even face cultural biases *against* achievement. To redress this bias, at YMP we establish academic achievement as an essential accomplishment for our students. Last year, we established an extensive, daily, on-site tutoring program from 3:00 pm to 7:00 pm Monday through Friday. This has reaped clear benefit, both raising student performance and – perhaps more importantly – cultivating a culture of academic merit.

To further capitalize on this academic momentum, in the current program year we are inaugurating our newest tool for academic reinforcement: The Chancellor's 4.0 Club, in partnership with the Chancellor at the University of

California at Berkeley, Robert Birgeneau. Membership in this club is earned by YMP students who maintain a straight “A” average for an entire academic year. Each year’s members of the Chancellor’s 4.0 Club will be honored at a dinner with Chancellor Birgeneau. The dinner, to be held at the university’s Faculty Club, will also be attended by students’ families, along with YMP staff and Board members. At the dinner, each student will also receive a bookstore gift certificate, along with a framed Certificate of Accomplishment signed by Chancellor Birgeneau, the Chairman of YMP’s Board of Directors, and YMP’s Director. To round off the event, the students will perform a celebratory musical program for the evening’s guests.

In this, the Chancellor’s 4.0 Club’s inaugural year, a full 20% of our current students have already achieved this honor. Many more of our students are just one mark short of this esteemed list; with the added incentive of membership in the Chancellor’s 4.0 Club, we expect a significant increase in membership by the end of this academic year.

2. **Musical Intensification – Jazz Infusion:** During YMP Summer 2005, we initiated the most significant recent expansion of our musical curriculum, with the introduction of the year-round YMP Jazz Infusion Education and Performance Project. Jazz Infusion Summer 2005 offered increased rigor and musical knowledge, which was enhanced by continuous contact with world-class artists of jazz, via master classes and workshops. These noteworthy visiting artists worked one-on-one with the students, coached the Big Band, and directed rehearsals for the three jazz combos. This programmatic expansion allows our students to study both jazz and classical idioms. On Monday, it might be Shostakovich; on Tuesday, jazz swing. This program of visiting jazz artists exposed the students to a level of playing and dedication that is rare to see. Uniformly, the students reported that the lectures, one-on-one coaching, and master classes offered by visiting artists to be highlights of the summer.

The results of Jazz Infusion Summer 2005 were both impressive and inspiring, and we are tremendously excited at the incremental benefits this new curricular component offers to our students. What we have observed is that students become more stylistically accurate in each idiom, as a benefit of studying the other idiom. Through studying both jazz and classical music, they have a deeper appreciation of stylistic options, which elevates their understanding of the particulars of each idiom.

3. **Next Steps – Ongoing Programmatic Review and Improvement:** To further deepen and strengthen our core programming, we continue to assess and modify the music curriculum. This year’s improvements in our Vocal department, for example, illustrate these efforts: We have recently added a dynamic young vocal teacher to teach the intricacies of *chanson*, *lieder*, and operatic *arias* to students of all abilities. In addition, we will bring in a male Classical vocal teacher, either tenor or baritone. Further, we plan to hire a Choral Director to train and conduct our all-school YMP Chorus during YMP Summer 2006. By meeting every day for one-hour rehearsals throughout the summer session, the chorus participants will develop their vocal, harmonic, melodic, sight-reading, and sight-singing abilities, as well as practicing the critical skills of musical cooperation. Finally, we plan to implement a program of Vocal Master Classes, offering one Artist in Residence for five days during YMP Summer 2006, and three single-day Master Classes throughout the academic year.

Although the improvement in our Vocal training is but one example, we will make similar improvements in our Strings training; our Music Theory and History curriculum; the overall caliber and compensation of our private-lessons staff; and the Composition curriculum.

3. Sufficient Intensity, Consistency, and Duration

YMP operates year-round. The curriculum comprises two distinct components: the academic-year program, called *YMP Institute*, and the intensive summer program, called *YMP Summer*. Throughout both components, we reinforce the *Power Triangle*: intensive year-round **musical** training and performance opportunities; exemplary **academic** support, resources, and practice; and comprehensive **personal standards of citizenship** for both students and families.

- During YMP Institute, each student receives weekly private and group lessons, rehearsals, master classes, ongoing evaluations of both musical and academic progress, on-site academic tutoring and supervision, ongoing reviews of personal behavior, and frequent performance opportunities. Each student receives an average of 160 hours of direct service during the 40-week YMP Institute.
- YMP Summer, our conservatory-style, 7-week summer intensive session, comprises a demanding daily, full-day program, including private lessons, all-camp Chorus, ensemble rehearsals, sight-reading, sight-singing, ear-training, piano, music history, music theory, improvisation, conducting, composition, solo and ensemble performance, and SAT and college-application preparation. Each

student receives an average of 210 hours of direct service during the 7-week YMP Summer session.

Increased Programmatic Intensity-A Wraparound Approach

We believe that truly effective programming—especially for young people from disadvantaged circumstances—requires a deeply individual, consistent, comprehensive, and *year-round* approach to students, their lives, and their development: personal, academic, behavioral, and musical. Our goal is to ensure that students receive close supervision, support, and intervention not just during the summer, but throughout the school year.

Therefore, over the past three years we have instituted an increasingly rigorous and comprehensive combination of musical training, performance opportunities, personal evaluation, and academic reinforcement. In addition, we are increasing our students' opportunities to perform at community sites and events, while serving as ambassadors to the community and developing their leadership skills. Currently, YMP is addressing four key elements:

1. Increased musical curricular content, in applied musical and academic musical courses;
2. Intensified and expanded academic support and college preparation throughout the year, including daily tutoring, academic monitoring, collaborations with leading local middle- and high-schools, and substantially increased scholarship opportunities at these schools;
3. Significant expansion of teaching staff, including more teachers, interns, and world-class guest artists;
4. Increased weekly training, collaborative opportunities, and performance opportunities through the creation of new, year-round ensembles (currently jazz quartet, jazz quintet, 2 string quartets, Latin Swing), with substantial performance opportunities.

4. Evidence of Stated Outcomes

Our overarching vocational evaluation standard is established by the National Endowment for the Arts: "*Children and youth demonstrate skills, knowledge, and/or understanding of the arts consistent with national, state, or local arts education standards.*" To this end, students are constantly monitored by teachers and YMP staff as a proactive preventive measure. Their teachers (both music and academic teachers) send monthly progress reports to the director via standard forms or e-mail; in individual cases, they also call the director for advice and counsel. Each month, our parent liaison and administrative assistant track attendance at recitals and weekly music lessons. Attendance is entered into our database; copies are placed in student files; and anomalies are reported to the director.

To collect data on the program's efficacy and student progress, we employ initial, interim, & final assessment tests, observations, and questionnaires. These may include student self-reports; teachers' evaluations of their students; students' evaluations of their teachers; evaluation questionnaires completed by guest artists; exit interviews with guest artists; staff evaluations of teachers through direct observation; student competition success, including placement at local and national competitions; the number of students accepted at nationally-ranked music programs such as Boston University/Tanglewood; the number of graduating students receiving college scholarship offers; and the number and size of awards.

Everything in our recent experience confirms YMP's ability to maximize the potential of the talented young people we serve. In one of our most recent program evaluations, for example, we evaluated several outcome goals:

1. *Students will demonstrate increased knowledge of their individual instruments: care for, clean, pack, store, and repair:* We experienced a 70% decrease in number of our students' instrument accidents (broken instruments, damaged instruments, broken strings). 100% of students demonstrated increased knowledge of the care and use of their individual instruments.
2. *Students will demonstrate increased knowledge of technique, repertoire, traditions, and current performers of their instruments:* **Vocalists** performed works in four languages: Italian, French, German and English. They also were taught classical, folk, rhythm & blues, and Broadway theatrical vocal traditions; **Pianists** learned works by Chopin, Beethoven, Debussy, and Mozart, in preparation for a master class to be given by Andre Watts; **String** players were introduced to an ergonomically designed viola by Don Ehrlich of the San Francisco Symphony and studied proper postural techniques for string musicians; **Drummers** received instruction from Herlin Riley, who taught them the New Orleans Second Line tradition.
3. *Students will demonstrate increased knowledge of musical technique, theory, and traditions: sight-singing, sight-reading, ear-training, analysis, music history, and repertoire:* 97% of all students received a mark of Satisfactory or above in Music Theory.

4. *Students will demonstrate increased knowledge of the individual's role within the ensemble:* Our expanded ensemble curriculum provided important incremental training for the students of YMP Summer 2005. Each student participated in a group experience, to facilitate their understanding of how to work with others and strive towards a common goal. Ensembles offered included String ensemble, symphonic wind ensemble, three string quartets, duos, trios, three jazz combos, jazz big band, and opera musical theatre.
5. *Students will demonstrate increased pleasure in collaborative musical play and show enthusiasm for their peers' technical ability:* Throughout the program, more-accomplished students offered spontaneous support and instruction to others having technical difficulty. Jam sessions and spontaneous music-making occurred throughout the summer. These interactions occurred across five important potential "dividing lines": students' ages; genders; ethnicities; instruments; and technical proficiencies.

5. Fostering Child and Youth Development

COMPREHENSIVE STANDARDS FOR STUDENTS AND FAMILIES: At YMP, many of our students come from environments in which they may receive little behavioral supervision, academic support, or artistic stimulation. So we have developed a four-pronged "wraparound" approach to help students achieve new levels of accomplishment:

1. YMP teachers and staff will express and enforce explicit standards and high expectations for students, with clear expectations for the involvement and support of students' parents or guardians. To codify our expectations, we have created a Handbook of Policies and Procedures, with a copy given to every student, articulating every aspect of the program's expectations and outlining the consequences and interventions for any student who begins to fall away;
2. YMP's Director and Parent Liaison cultivate a patient, culturally-sensitive, and long-term course of "parent training" for students' parents, facilitating improved parental commitment and communication and establishing clear expectations for parental support;
3. YMP's Director and Assistant Director receive and review ongoing real-time information about students' academic, musical, and personal progress, conferring with their schools, private-lesson teachers, ensemble teachers, and parents. YMP faculty creates monthly progress reports on each student throughout the year. Throughout both the academic year and the summer session, students perform in recitals and concerts; all of these performances are videotaped and reviewed, and these tapes, along with the evaluations, are compiled into individual portfolios.
4. YMP maintains a formal process of anticipatory and interventionistic crisis management, including probation, additional academic or therapeutic resources, and intensified supervision. Under this initiative, and as part of our required standards of achievement, if a student's ongoing GPA falls below 2.5 in any given subject, YMP's Director will convene a meeting of the student and the parent or guardian to establish a 6-week probationary program of intensified resources and intervention.

B. MENTORING: YMP offers continuous opportunities for youth development, both formal and informal. Our personal development philosophy might best be expressed in a familiar phrase: "Each one, teach one":

1. Throughout the program year, YMP graduates enrolled at UC Berkeley serve as tutors, mentors, and ensemble coaches to younger YMP students. Given our population of disadvantaged students, many of whom are of color, it is of immense importance that they work with successful YMP graduates who look like our students, who grew up in families like theirs, who come from where they come from. The one-on-one work by older students tutoring and rehearsing the younger ones increases the younger students' abilities and confidence, strengthens bonds among all the students, and allows the older students to develop their teaching, mentoring, and interpersonal skills.
2. Finally, in all of their studies, our students work with a wide variety of outstanding musicians, both in their teachers and in the visiting artists who join us from around the Bay Area and the nation. For young people from disadvantaged backgrounds, these relationships often become part of an irreplaceable network providing lifelong personal and professional benefits.

C. PUBLIC APPEARANCES: In an important recent development, our increased emphasis on ensemble training and performance throughout the year is reaping clear results. The ensemble practice and performance experiences are improving students' interpersonal behavior; leadership ability; capacity to cooperate and to subordinate soloistic tendencies; and develop a deep sense of responsibility to others. Additionally, through our intensified schedule of 35

outreach performances at community events and at local schools each year, our students begin to see themselves as accomplished and self-determining role models able to make valuable contributions to the larger world.

D. INCREASED PARENT AND COMMUNITY INVOLVEMENT: In the past two years, YMP has developed a new parent organization, the Young Musicians Parents and Community Association. Fully 100% of our students' parents participate in this organization. The YMPCA provides recreational and enrichment opportunities for our students – picnics, outings, cultural activities, and post-concert receptions. Additionally, the YMPCA provides essential practical support: carting instruments and equipment for our outreach performances, providing publicity for recitals and special events, offering transportation to students for special outings, serving as staff for performances, and contributing to one fundraising project each year.

These activities benefit YMP, of course, but they also offer powerful and long-lasting ancillary benefits to the parents, their families, and their larger communities. As low-income, disenfranchised people, many of our students' parents have never previously participated in collective volunteer enterprises. By participating in YMPCA's modest and manageable activities, parents begin to transform themselves from observers to stakeholders and advocates, helping them develop transferable skills and increasing their understanding of their own authority.

6. Integration of Support Services

ACADEMIC REINFORCEMENT: Academic reinforcement is of particular importance for our population of students, who may otherwise receive little support for their academic efforts and who may even face cultural biases *against* achievement. To redress this bias, at YMP we establish academic achievement as an essential accomplishment for our students, and we provide a host of intra-program resources to achieve this end.

1. **On-site tutoring**: Last year, we established an extensive on-site tutoring program, which has reaped clear benefit, both for raising student performance and – perhaps more importantly – cultivating a culture of academic merit. To meet our students' needs, we are increasing the number of tutors to 10, from our current six. All tutors are available on-site every day, from 3:00 pm to 6:00 pm.
2. **Chancellor's 4.0 Club**: As mentioned above, we have recently inaugurated our newest tool for academic reinforcement: The Chancellor's 4.0 Club, in partnership with the Chancellor at the University of California at Berkeley, Robert Birgeneau.
3. **External professional academic reinforcement**: If we are to maximize our students' academic success, we must offer further supports to those who are at true academic risk. Although we already carry a substantial budget for on-site tutoring for our students, we have become aware that in every year there are several students who will best benefit from specialist, professional tutoring programs. Therefore, this year we have arranged with Sylvan Learning Centers, a professional academic reinforcement organization, to provide intensive, year-long support providing four weekly sessions for those students in greatest need.

WRAPAROUND PERSONAL SUPPORT: To ensure the success of at-risk young people, a program must be sufficiently flexible and attentive to recognize and redress the difficulties that, cumulatively, might threaten to derail even the most dedicated student. At YMP we have developed a host of resources, both formal and informal, to meet our students' varied and sometimes unexpected needs.

1. **Crisis intervention**: In many cases, YMP and its staff may represent a student's most trusted resource. As a result, we may be the first to know when children are struggling with serious problems at home. When necessary, we work with the child's family, foster family, legal representatives, and Child Protective Services to ensure our students' safety and emotional well-being. We also can serve as informal mediators to help resolve specific family difficulties: helping a parent negotiate a rent reduction to avoid eviction, for example.
2. **Psychiatric support**: We have developed an on-call relationship with a psychiatrist at UCB who provides direct counseling, as well as referrals, for students in need of psychiatric treatment. Every family also receives our multiple-county family-resource guide, identifying free and low-cost social services of all kinds.
3. **College application and audition assistance**: In addition to our college-application and SAT-prep courses, offered to rising juniors and seniors, we also provide audition assistance, both practical and financial, to students. We establish and supervise the audition schedules for our graduating students, and all student application packets are reviewed, as an in-kind donation, by two professionals in the UCB admissions office. Finally, each year we arrange, fund, and escort several our graduating seniors on a college tour to all

appropriate schools, an invaluable opportunity for students whose families may not have the financial or practical means to facilitate such an experience.

4. **Performance and audition clothing:** Many of our students may lack the financial resources to purchase a presentable and professional set of audition and performance clothes. Therefore, each year we provide approximately five sets of clothing for students, funding these purchases through specific requests to our Board and other supporters.

7. Professional Backgrounds

YMP is administered by four full-time staff members: Daisy Newman, Director; Karen Baccaro, Associate Director; Mark Mueller, Program Administrator; and Shirley Anderson, Parent Liaison & Public Relations Coordinator (see attached biographical summaries). A highly regarded musician and educator, Ms. Newman enjoyed an international career as a soprano soloist in opera, oratorio, and recitals. Ms. Newman, who holds a Bachelor of Arts degree in Music from Cleveland State University, is the past Director of Education for the Detroit Symphony Orchestra and a former music teacher in the Cleveland public school system.

Student lessons are conducted by a roster of 50 professional musicians from throughout the Bay Area, including members of Bay Area orchestras, college and university faculties, and working professional musicians. Our visiting artists are of the highest caliber. In the past months, for example, our jazz majors have participated in master classes, rehearsals, and one-on-one coaching sessions with some of the country's greatest artists, including Herlin Riley (jazz drummer and member of the Lincoln Center Jazz Orchestra), Rodney Whitaker (jazz bassist with the LCJO and Chairman of the Jazz Department at Michigan State University), and Dr. Frank Foster (composer, arranger, saxophonist, and long-time conductor of the Count Basie Orchestra), among others.

8. Organizational Stability and Commitment

1. **Increasing Organizational Capacity:** YMP has been in continuous operation since its founding in 1968. With the increasing programmatic breadth and rigor now being implemented, YMP's costs and challenges are expected to increase. To meet these needs, we have reorganized our development efforts to increase our foundation and corporate donors, to take advantage of opportunities for government funding, to increase Board efficacy, and to initiate a major-donors program. To deepen our organizational capacity, we have also embarked on a three-year Board-development effort to add members offering special expertise, resources, and contacts.
2. **Institutional Collaborations:** By far, our most important institutional partnership has traditionally been with the University of California at Berkeley, which allows us to call on the resources of one of the most highly ranked music departments in the nation. The University provides year-round office space and some instructional facilities, including use of the music department's classrooms, practice rooms, library, and 700-seat concert hall during the summer session. Additionally, the University provides support for YMP's fundraising operation and financial management.
3. **Artistic Collaborations:**
 - a. San Francisco Symphony Orchestra provides YMP with 25 best-seat tickets to three concerts each season. Additionally, during the college application season, SF Symphony members provide master classes for 4 to 6 YMP students preparing for college auditions.
 - b. As part of our efforts to expand our students' awareness of the cultural contributions of people of color, we are cultivating relationships with leading cultural and artistic institutions in the Bay Area.
 - c. Several YMP students are members of the Oakland Youth Symphony Orchestra, conducted by Michael Morgan, who also conducts the Oakland East Bay Symphony Orchestra.
4. **Financial Stability:** We have engaged in a multi-pronged effort to strengthen our organizational fiscal capacity and stability:
 - a. Increase our organizational self-awareness, to clarify our challenges, strengths, and needs;
 - b. Maximize our relationships with current funders by producing clear reports;
 - c. Expand our pool of foundation and government donors by establishing a strategically sensible and programmatically informed grants plan;
 - d. Broaden our resource base, increasing personal contributions and instituting a major-donors program.