



MUSICAL EMPOWERMENT

2018-2019 ACADEMIC YEAR ANNUAL REPORT

Fostering connection, learning & growth through music mentorship.

A NOTE FROM ME

In the 2018-2019 academic year, Musical Empowerment entered our sixteenth year of bringing music education into communities of need — creating opportunities for self-discovery, artistic expression, mentorship, and more. We continue to see the results as we work with students, teachers, and parents and are excited to share a piece of that impact with you.

This annual report is our opportunity to thank you for your support which has built the foundation for growth and momentum for continuous innovation within our organization this year. A few of our proudest accomplishments this year include:

- Launching three new Musical Empowerment chapters at: High Point University, East Carolina University, and Dartmouth College
- Growing to serve 100+ additional student-teacher pairs between Spring 2018 and Spring 2019
- Making a commitment to incorporating Diversity, Equity, and Inclusion to all program operations
- Hosting our 4th annual “Strike a Chord with Musical Empowerment” campaign that raised over \$23,000 featuring the #PlayforME Challenge
- Hosting our second annual Chapter Leadership Summit with student leaders from all six ME chapters
- Hosting nine chapter recitals between Fall 2018 and Spring 2019
- Plans to launch another Musical Empowerment chapter at NC Central University in Fall 2019
- Appearing on numerous media outlets to share our mission and impact

This incredible year was made possible thanks to our college student volunteers and leaders, staff members, board members, and of course, our generous donors and supporters. Thank you all for believing in our mission, our people, and the power of giving a child an instrument.

Sincerely,

Bernard Glassman
Meredith Richard



Meredith Richard
Executive Director



Bernard Glassman
Board Chair

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Front cover photo:

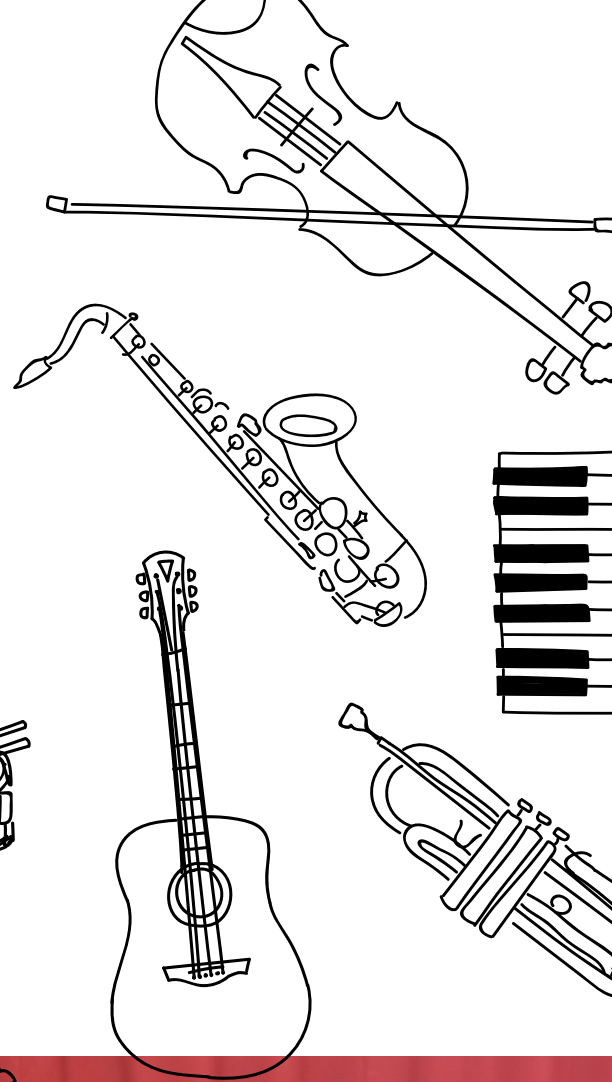
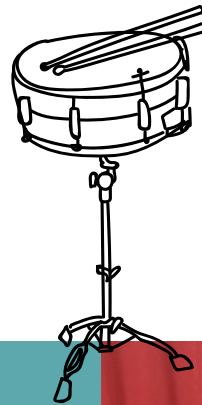
*Meredith and her student Melodie and family,
piano and voice*

Back cover photo:

Gabbie and her student Ke'mora, piano

I am very lucky to know of this program!
My kids (2) have an opportunity where
they are exposed to music and having
private lessons is great. I love this
program because of the instrument rental
and the teachers are amazing.

—ESMERALDA, parent



GET INVOLVED

Donate instruments or funds.
Partner with us.
Sponsor an event.

Volunteer to teach.
Enroll a child in lessons.
Join a chapter board.

ORGANIZATION OVERVIEW

OUR MISSION

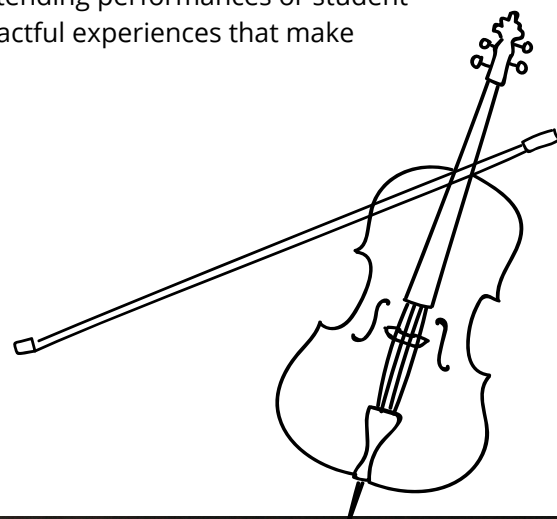
Through free, one-on-one music lessons, Musical Empowerment nurtures meaningful relationships between collegiate mentors and children in under-served communities.

WHAT WE DO

Music mentorship enables kids to do more than just learn music, but to develop discipline, responsibility, patience, and confidence. By practicing regularly, attending performances or student workshops, students are able to discover themselves through impactful experiences that make them stronger individuals.

Our programs foster a lifelong love of music and learning through:

- One-on-one music lessons
- Instrument lending, free to enrolled families
- Free admission to local performances
- Performing in Fall and Spring Recitals
- Teacher trainings and resources
- Student workshops



Grace has been great. She helps Faith with the piano for the last five minutes of the lesson because she is interested in that too. I'm very grateful.

-ZAIDA, parent



Faith is a very curious student. She asks great questions which helps me become a better teacher.

-GRACE, teacher, UNC-CH

I like the cello and the piano and lots of different music. I think maybe I want to be a music major when I grow up.

-FAITH, student



OUR GOALS

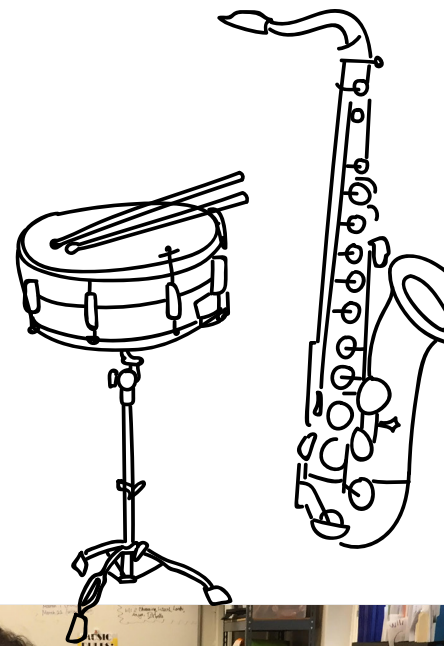
- Promote access to music education for communities lacking or underfunded in music programs
- Foster development of creativity, discipline, and confidence in children from marginalized backgrounds, giving them the tools they need to excel in their future endeavors
- Forge mentorship between college students and youth in their respective communities
- Develop mentoring, teaching, and leadership skills in collegiate volunteers so they continue to be effective leaders in their careers and communities
- Collaborate with other music/arts/mentoring organizations, university programs, and businesses to harness social capital and meet the growing demand for music education

WHY MUSIC MENTORSHIP?

The mentoring relationships our students and teachers develop through music are mutually beneficial. Music is the avenue through which relationships and growth can begin.

Collegiate volunteer mentors learn to:

- Develop and follow a curriculum for effective music lessons
- Communicate with children and parents
- Be encouraging and supportive mentors
- Actively enable their students to succeed
- Appreciate the importance of volunteering in their community



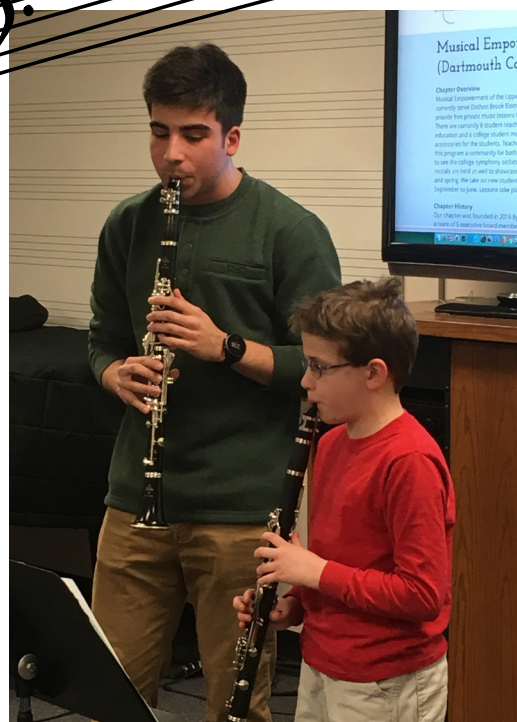
My student often tells his mother that he would rather stay and hang out with me than go home. He makes sure to confirm with me at every lesson that he and I are best friends. He was not a fan of me having Christmas Break because that meant that he ‘won’t have any fun until music lessons start again.’

—DAVID, percussion teacher, UNC-Chapel Hill



MUSICAL EMPOWERMENT HIGHLIGHTS

AUG 2018	●	Held 2nd annual Chapter Leadership Summit
SEPT 2018	●	Launched 4th & 5th chapters at High Point University & East Carolina University
	●	ME at UNC-Chapel Hill chapter grew by 40%
DEC 2018	●	Began work with a Diversity, Equity, and Inclusion consultant, The Equity Paradigm
JAN 2019	●	Launched 6th chapter at Dartmouth College
FEB 2019	●	ME at NC State hosts 3rd Annual Showcase
MARCH 2019	●	4th annual Strike a Chord with ME Campaign sees record success raising over \$23,000 total
APRIL 2019	●	Total number of ME student-teacher pairs increases by 100+
APRIL - MAY 2019	●	All six ME chapters hosted spring recitals
SEPT 2019	●	Launch 7th chapter at NC Central University in partnership with BUMP the Triangle (proposed)



CREATING OPPORTUNITY

After sixteen years of music mentorship and service, Musical Empowerment is poised to reach new heights. Music education opportunities in schools along with increasing class sizes continue to put students at a disadvantage and rob them of critical opportunities for learning and expression. These challenges are amplified in low-income, racially diverse communities. We know that low-income students who are highly involved in the arts are five times more likely to graduate high school and twice as likely to graduate from college than their peers with no arts education (ARTS NC, 2019).

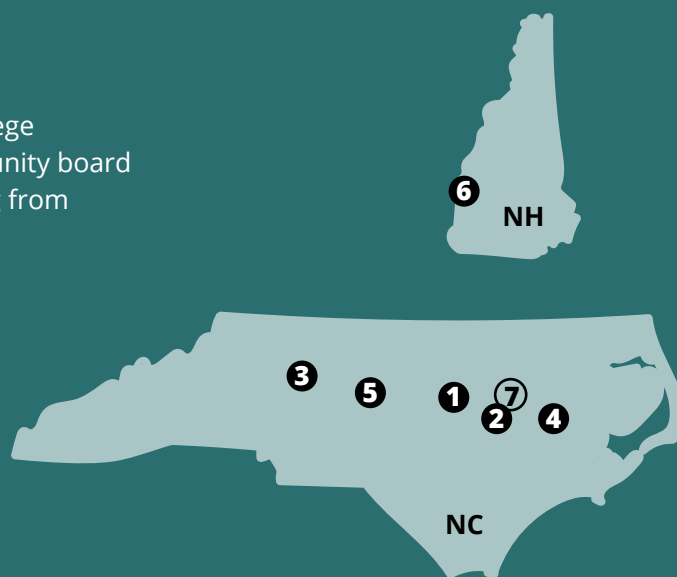
Musical Empowerment invites people from diverse backgrounds to work together and learn from each other so more students have the chance to reap the essential benefits of an arts education. Thankfully, 2018-2019 was an outstanding year for Musical Empowerment, and we were able to increase our impact by over 100 student-teacher pairs in just one year. As of spring 2019, Musical Empowerment can now be found serving children in High Point, NC; Greenville, NC; and Hanover, NH, in addition to our three original chapters. The strong foundation of our model and program has allowed for efficient growth and built the momentum needed for ongoing expansion in the coming years.

In the past year, the number of student-teacher pairs has grown from 169 to 272.

OUR CHAPTERS

Each chapter is run by a team of passionate college student volunteers with guidance from a community board of directors and support, resources, and training from Musical Empowerment staff.

- ❶ UNC-Chapel Hill (2002)
- ❷ NC State University (2015)
- ❸ Wake Forest University (2016)
- ❹ East Carolina University (2018)
- ❺ High Point University (2018)
- ❻ Dartmouth College (2019)
- ❼ NC Central University (launching Fall 2019)



"BE AS DRAMATIC AS YOU CAN"

TEACHER-STUDENT PAIR USES SINGING AS AN EMOTIONAL OUTLET

By Ellie Hefernan | April 8, 2019

First-year UNC student and Musical Empowerment teacher Lauren Ragsdale and her vocal student D'Arlene always begin their weekly lessons with warm-ups. Lauren tells D'Arlene to stretch, roll her neck and vibrate her lips. Room 208 of the United Methodist Church soon fills with the sound of chromatic piano scales. D'Arlene, 12, matches the pitch of each note, singing "Hee-Hee-Ha-Ho-Ha," and Lauren tells the girl that her stomach should feel like it is bouncing.



D'Arlene did not always have her heart set on singing. Once D'Arlene started working with Lauren, she realized she truly enjoys taking voice lessons. She said music helps her express herself.

“Whenever I’m sad or I’m not really feeling well, I like to sing because it just gets joy into me. It really helps me just get back up.”

Lauren also loves expressing herself through music. Whenever she is stressed with school, she goes to the practice rooms and plays the piano. To her, music is timeless. “There are so many ways it can be done. It never gets old,” Lauren said. “You never tire it out, and it’s just a very unifying thing.”

Lauren is majoring in music, and she is considering music education as a career. Lauren comes to her lessons with D'Arlene well-prepared, a green binder full of lesson plans in hand. She encourages D'Arlene to be confident in herself, “Be as dramatic as you can,” Lauren said.

D'Arlene agreed with her teacher and said that music lessons help children engage in an important process of self-discovery.

“I think it’s important because kids who are like me get to learn new things and get to know what they actually like.”

And if they don’t like music then they’ll know that, and if they do then maybe they’ll know something that they never would have known. And I think Musical Empowerment does that.



OUR IMPACT

6,800+

hours of free
music lessons

263

college student
volunteers across
6 chapters

182

instruments
loaned to families
free of charge

13

instrument
choices offered

272

students grades
K-12 served

FALL 2018: QUALITATIVE AND QUANTITATIVE OUTCOMES

Each year we evaluate our program based on Progress Reports filled out by our teachers, as well as surveys filled out by students and their parents at each of our chapters.

KEY FINDINGS FROM FALL 2018 EVALUATION SURVEYS

Lesson Quality

90.2% of teachers reported their students progressed musically “as much or more than expected”

92.0% of students feel proud of themselves for learning their instrument

96.3% of students look forward to their music lessons

Student-Teacher Relationship

97.5% of teachers say they have a positive relationship with their student

92.0% of parents agree that their student’s teacher is a good role model

91.0% of students consider their Musical Empowerment teacher a friend

Teacher Experience

95.0% of teachers reported that their students made at least “some” progress in self-discipline, creativity, enthusiasm and motivation to learn

96.2% of teachers have a “good-excellent” overall experience as a Musical Empowerment teacher

95.0% of teachers said they have personally gained “as much or more than expected” from working with their student

“Is your Musical Empowerment teacher a good teacher?”

100% of students who responded said “Yes.”

I did this because I love music, and I was blessed to have music educators in my life. I’ve seen the benefits. To be able to pass on what I’ve been fortunate to have through my schooling, that’s why I do it.

–MIKAELA, flute teacher, HPU



FINANCIAL PERFORMANCE

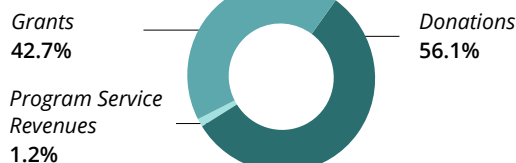
HIGHLIGHTS SINCE JANUARY 2018

- Held our second annual Chapter Leadership Summit in Carrboro and brought together student leaders from all six Musical Empowerment chapters.
- Raised awareness and over \$23,000 with our 4th annual “Strike a Chord with Musical Empowerment” campaign where chapters held local events to garner donations and support. We challenged local musicians, music teachers, supporters, ensembles, and a cappella groups to participate in the #PlayforME Challenge by posting a video of themselves playing an instrument or singing on social media.
- Celebrated Musical Empowerment with an event on May 8th, 2019 at Joan Gillings’ home.
- Created relationships with three new foundations (Mockingbird, Oak, Mary Duke Biddle) that allowed Musical Empowerment to become more financially stable than ever before.

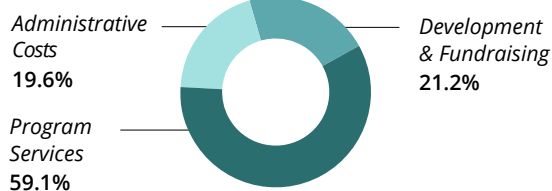
2018 FINANCIAL PERFORMANCE

Based on the fiscal year from Dec. 31, 2017 - Dec. 31, 2018 for Musical Empowerment National. This report excludes chapter expenses and revenues.

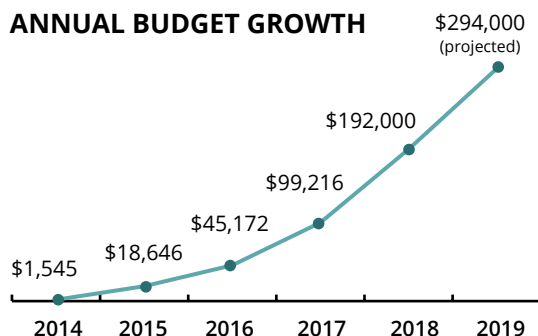
REVENUES



EXPENSES



ANNUAL BUDGET GROWTH



Statement of Financial Position

12/31/2018

ASSETS

Cash	\$ 129,500
Receivables	1,005
Instrument Inventory	-
Prepaid Expenses and Other	-
Organization Costs	1,212
Total Assets	\$ 131,717

LIABILITIES AND FUND BALANCES

Instrument Deposits and Other Payables	\$ 2,024
Fund Balance - Temporarily Restricted	100,000
Fund Balance - Unrestricted	29,693
Fund Balance - Instrument Inventory	-
Total Fund Balances	\$129,693

Total Liabilities and Fund Balances \$ 131,717

Statement of Financial Activities

12/31/2018

REVENUES

Grants	\$ 100,038
Donations	131,079
Fundraisers (net)	-
Donated Instruments	-
Program Service Revenues	2,646
Total Revenues	\$ 233,763

EXPENSES

Program Services	\$ 88,117
Administrative Costs	29,305
Fundraising Costs	31,642
Total Expenses	\$ 149,064

Change in Net Assets \$ 84,699

ACKNOWLEDGEMENTS

OUR TEAM

STAFF

Meredith Richard
Executive Director

Allison Flors
Program Director

BOARD OF DIRECTORS

Meera Chakravarthy
Senior Associate at Public Private Strategies

Bernard Glassman
*Board Chair; Co-founder of The Walking Classroom;
Board Vice President, Orange Literacy*

Sally Hogan
Retired International Programs Executive, Bechtel Corporation

Alex Kim
*Former ME at NC State Co-President; Business
Technology Analyst, Deloitte*

Adam Martin
Associate at Robinson, Bradshaw & Hinson

Christine Moseley
*Founder of Carolina Music Outreach, Founder and
CEO at Full Harvest*

Kevin Thomas
Hip-Hop Artist, Beat Maker, Co-founder of Vibe House 405

PARTNERS & CONSULTANTS

BUMP the Triangle
Beale Street Software
The Duke Fuqua School of Business
The Equity Paradigm
The Gift Development
The RAsbery Group

ADVISORS

Georgiary Bledsoe
Founder and Executive Director at BUMP: The Triangle

Joan Gillings
*Joan Gillings, Philanthropist, a nonprofit advisor and
volunteer, Chapel Hill, NC*

James Moeser
*Chancellor Emeritus of UNC-Chapel Hill, Professor of Music,
and Senior Consultant for Special Initiatives at the UNC IAH*

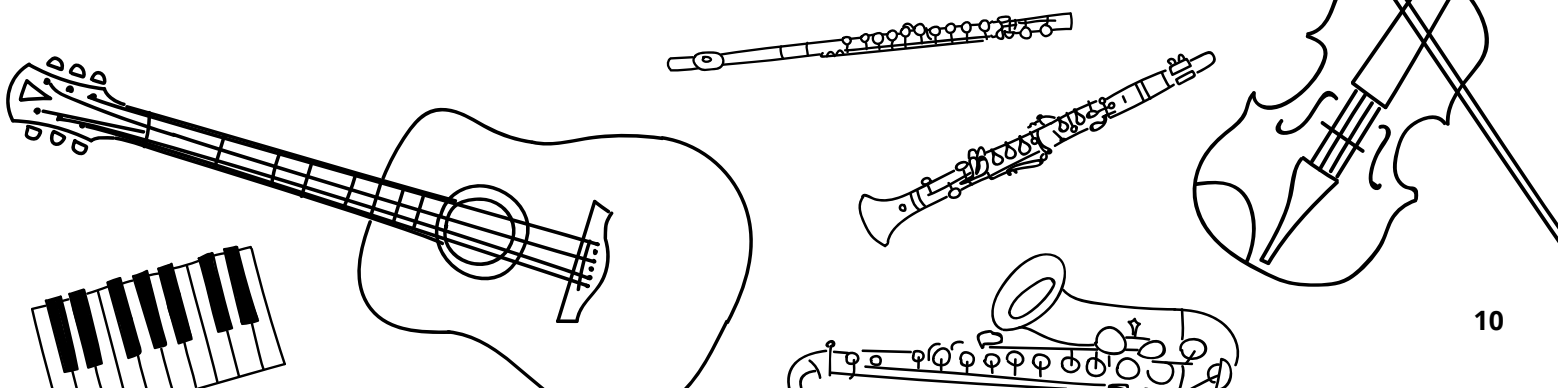
Terry Rhodes
*Professor of Music and Senior Associate Dean for Fine
Arts and Humanities in the College of Arts and Sciences
at UNC-Chapel Hill*

Michael Richard
*Retired Corporate Vice President and Treasurer at
McDonald's Corporation*

Brent Wissick
*Zachary Taylor Smith Distinguished Professor at the UNC-
Chapel Hill Department of Music, Chair of Strings*

SPONSORS

D'Addario Foundation
InfUUsions Giving Circle
The Mary Duke Biddle Foundation
Mockingbird Foundation
North Carolina Arts Council
Oak Foundation
Strowd Roses Foundation
WCPE Education Fund
The William R. Kenan, Jr.
Charitable Trust
Youth Forward





LEARN MORE

www.musical-empowerment.org

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