



PROVE THE CASE AND GO TO SCALE

Five-Year Strategic Plan
FY2018-FY2022



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INTRODUCTION

“ETM has developed an exceptional program, one whose impact extends well beyond that of most other music education organizations.”

“[The fact] that ETM is fundamentally different from most other arts and music education organizations... will afford a key strategic advantage as ETM gathers the resources it will need to grow.”
– Public Equity Group

Education Through Music (ETM) was founded in 1991 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. ETM forms long-term partnerships with inner-city elementary, middle, and K-8 schools that lack sufficient resources for school-wide music education, ensuring that every student at these schools receives comprehensive and sequential music education as a core subject. The organization has been successful since the opening of its first program in Mt. Vernon, NY and has received national recognition for its accomplishments. The model that began in one school with 175 students served nearly 27,000 children in 46 partner schools across New York City during 2016–17.

From the beginning, this program has been rooted in ETM's core beliefs:

1. Strong school leadership is key to a successful partnership.
2. Great teachers with great professional development and mentorship are more likely to remain in the teaching profession and make a long-lasting impact on the communities they serve.
3. Professional development for non-music teachers helps promote cross-curricular integration and fosters schools environments that value music.
4. The music curriculum must be comprehensive, sequential, and tied to grade-specific benchmarks.
5. Music programs can help boost parent engagement, which in turn strengthens school communities and student achievement.

In addition to these core beliefs, ETM's program focuses on equity—ensuring that every student in each partner school receives music instruction, regardless of talent or ability—and sustainability—the ability of partner schools to maintain music programs beyond the length of a formal partnership with ETM by hiring music teachers to school faculty.

ETM is poised to build on its success and extend its impact and reach within the five boroughs of New York City, where tens of thousands of students still lack access to high-quality music education. To accomplish this, ETM is investing markedly in its own infrastructure and capacity across all departments to enhance its foundation to support and sustain program growth to 80 partner schools and 45,000 students by 2022. This trajectory will require the organization to increase its annual budget from \$5.8 million to \$8.2 million, and its annual fundraising from just over \$3.8 million to just over \$4.9 million.

The following document outlines the goals and growth strategies of each of ETM's departments. Notably, ETM will build upon its extensive assessment history and practices, implementing a new, best practice-based evaluation effort that more fully demonstrates the efficacy of the ETM model. Improved evaluation methods will help ETM prove the case—that ETM is a conduit of positive change in the lives of students and teachers—and will afford a key strategic advantage as ETM seeks to differentiate itself from other arts and music education organizations.

BACKGROUND

In May 2016, ETM hired consultants from Public Equity Group (PEG) to conduct an extensive 360 degree review of the organization and help assess the feasibility of further program expansion. This process involved individual interviews with staff at all levels, as well as board members, music teachers, partner school principals, and representatives from peer organizations. PEG presented their findings to the full Board of Directors in December 2016 and recommended several changes to ETM's infrastructure and internal systems. Their recommendations and insight have helped inform this strategic plan and provided an invaluable external perspective on ETM's programs and operations. Excerpts from PEG's final report have been included throughout this document.





THE ETM PROGRAM



“ETM has developed an exceptional program, one whose impact extends well beyond that of most other music education organizations.... ETM teachers, mentors and program directors forge incredibly close relationships with partner school leadership and staff, and are a force in fostering unprecedented parent and community engagement.”

– Public Equity Group



ETM makes music education a reality for thousands of children who would otherwise have limited or no access to the arts. We use music instruction to strengthen students' ability to learn in all areas and work to build schools' capacity to sustain programs. Approximately 90% of ETM partner school students qualify for the Federal Free or Reduced-Price Lunch Program, 92% are students of color, 14% are English Language Learners, and approximately 20% have special needs.

ETM forms long-term partnerships with inner-city elementary, middle, and K-8 schools that lack sufficient resources for school-wide music education. We work closely with partner school principals to design individualized programs, incorporating:

1. High-quality music instruction for every child that:
 - Follows a skills-based, comprehensive and sequential curriculum with grade-level benchmarks
 - Supports cognitive thinking skills and content in other academic areas.
2. Enrichment experiences to supplement general music instruction, including:
 - Elective ensembles, such as band, orchestra, and chorus
 - Guest artist concerts and after-school opportunities.
3. Ongoing, customized professional development services, including:
 - Over 100 hours of targeted workshops and training sessions each year
 - One-on-one mentoring for each music teacher, including regular informal and formal observations

- Professional development for non-music teachers that supports integration.
4. Management guidance and leadership training for principals.
 5. Outreach to parents and the broader community.

Music education with depth is at the core of ETM's program model: ETM annually refines a music curriculum that is sequential, pedagogically strong and integrative of and complementary to the school districts' rigorous, Common Core standards. ETM believes that a strong music education inherently supports learning in all other disciplines, thereby improving student outcomes in academic achievement and personal development.

To assess the impact of ETM's program on students, teachers, and schools, we employ a variety of tools, developed over the years both by ETM's own evaluation staff and by external evaluators and consultants.

ETM is unique within the arts education community for our focus on education and for our involvement of the whole school community to encourage school-wide reform. Music is taught both in its own right and as a means of supporting learning in other areas. We serve schools from multiple angles, providing extensive training and support to teachers and to school leadership, and conducting outreach to parents. Finally, we work toward sustaining programs, including getting principals to hire music teachers to school staff so that music programs can continue beyond ETM's involvement.

PROVING THE CASE



“For an organization of its size, ETM has excellent assets in evaluation, as well as opportunities to strengthen its practices.... Demonstrating the strength of the ETM model via rigorous evaluation is a linchpin of ETM’s [2018-2022] strategic plan. The program – and its impact on students, teachers and schools – is the organization’s raison d’être, as well as its ‘unique advantage’ with respect to attracting the resources necessary to increase its reach and impact in the years ahead.”

– Public Equity Group



Further demonstrating the effectiveness of ETM’s program will be crucial to the next stage of program expansion. ETM’s program model has remained fairly consistent since the organization’s founding in 1991, and has been continually refined and improved over the years. Previous evaluations, both internal and external, have demonstrated that the ETM program has a positive impact on students, teachers, and schools. ETM now has the opportunity to implement more rigorous evaluation methods in order to collect data that will ultimately help the organization convey its impact to a broader audience, helping to elevate ETM’s profile and expand ETM’s network of partners and supporters.

A. ETM’S RESULTS

In 2005-2008, with funding from the U.S. Department of Education, ETM commissioned research firm LS Associates to evaluate the effectiveness of programming in partner schools. The following findings from that evaluation remain relevant because the ETM program has remained consistent since 2008:

- Principals reported high levels of satisfaction with ETM, and the percentage of non-music teachers using music in classrooms increased from 67% to 79% over the three-year period.
- Students in levels one, two and three all demonstrated increases in music knowledge.
- Although the evaluation was not designed to prove changes in academic success, scores among students for English Language Arts and math in ETM schools improved over

time, with most ETM schools showing greater improvement than peer schools. Feedback from principals and parents during this evaluation attributed improvements in academic achievement and developmental outcomes at least in part, to ETM.

Furthermore, the study indicated that ETM’s school communities highly regard the music program, that ETM has a positive impact on students’ general development, and that ETM students show greater academic achievement than their peers in non-ETM schools.

“From all indications, ETM serves as a significant catalyst and opportunity for the enrichment and development of students, teachers and schools, particularly for those in communities where over half of the student population receives free or reduced-priced lunches and public resources and support are strained.”

– Public Equity Group

B. EVALUATION APPROACHES SINCE 2008

“With its strong program model and deep commitment to professional development, ETM has the opportunity to further position itself as a program of the highest caliber and effectiveness. To do so, deeper investment in strategic evaluation activities will strengthen ETM’s evidence base for purposes of continuous refinement and to better make the case to key stakeholders (e.g., partners, funders, potential new sites) for expanded and sustained support.”

– Public Equity Group

ETM's evaluation approaches are anchored in a conceptual model that articulates the organization's desired impacts in key areas, namely music achievement, academic achievement, student behavior, teacher effectiveness and parental engagement (a best practice in the field of evaluation and a notable asset to the organization). While evaluation constructs are being refined to focus even more tightly on measurable outcomes that map directly to the program model, ETM's evaluation architecture remains a strong starting point for internal and external evaluators who will work with ETM in the future.

ETM's current evaluation practices focus on quantitative data. Primary data are collected through a mix of student, parent, teacher and principal surveys. Secondary data acquired through New York City Department Of Education are analyzed to compare differences in ELA and math scores of students at longtime ETM partner schools against those at peer schools. The majority of peer organizations do not analyze student outcomes, presenting mostly "output metrics": numbers of workshops attended, numbers of instruments provided, numbers of students and schools "reached" in some capacity, etc. – without an eye toward substantive changes in student engagement and learning over time.

C. DEMONSTRATED BEST PRACTICES IN EVALUATION

An essential best practice for evaluation is to **ensure that the organization's evaluation efforts are, first, grounded in a codified program model, with clear pathways to outcomes.** ETM's program model is well-defined and contextualized at various levels of impact (e.g., students, teachers, schools, families). However, aligning this model with current evidence-based theories and meta-theories of effective music education will provide a strong foundation for ETM to "prove the case" for the ETM model, by: clarifying the processes by which ETM is thought to impact change (e.g., conceptualizing strong logic models); identifying immediate and long-term evaluation priorities; and guide selection of appropriate evaluation design, methods, and measures.

ETM's future evaluation efforts will measure:

- 1) Musical achievement,*
- 2) Indicators related to academic achievement such as attendance, and behavior,*
- 3) Teacher professional development and*
- 4) Student and parent engagement.*

Conceptualizing Logic Models. ETM has a well-identified program model that clarifies the components of its programs that are thought to impact desired outcomes; for example, parent workshops are identified as one avenue by which ETM seeks to impact parent engagement. However, program outcomes can be viewed as both meaningful in themselves and as means to other ends; for example, parent engagement may be theorized to impact students' musical skill achievement, musical persistence, or school engagement. Likewise, musical skill achievement is both a worthy outcome in itself but may also be examined as a pathway to school engagement, social-emotional well-being, or development of adaptive learning motivations (i.e., motivation to learn for learning's sake, either globally or specific to a particular domain such as music or sports). Because the many components of the ETM model serve multiple, overlapping, and transactional purposes, ETM will conceptualize its program model into multiple logic models that demonstrate clear pathways to desired outcomes. Logic models are living documents and will continuously evolve as these pathways are tested within the program, as well as with new information from the music education research field, pushing ETM towards a strategic, evidence-based model of music education with demonstrated impact.

Identify immediate and long-term evaluation priorities. Development of a strong logic model will reveal many pathways by which ETM can evaluate impact of its model. ETM departments will collaborate to identify short-

and long-term priorities for 1) program refinement and 2) eliciting stakeholder support. Priorities in these areas should be viewed as complementary to and building on each other, rather than competing or mutually exclusive. For example, evaluating predictors of partner-school and music teacher retention may serve purposes of improving recruitment strategies (short-term program refinement), improving program impact (long-term program refinement), demonstrating principal and teacher satisfaction with ETM (short-term stakeholder support), and demonstrating superior music teacher retention compared to non-ETM music teachers in comparable schools (long-term stakeholder support).

Selection of appropriate evaluation design, methods, and measures. ETM will strategically design evaluations (e.g., case studies, non-experimental, quasi-experimental study designs), guided by the logic model and identified priorities, such that evaluations yield rich data, build a foundation for increasingly robust and rigorous impact studies, address multiple priorities, and respect organizational capacity. Understanding the extent to which evaluation goals may be achieved in the short-term and the process of building to long-term evaluation goals will inform a more detailed year-by-year evaluation agenda, which in turn will guide necessary growth of the Evaluation Department.

Study design should precede strategic selection of methods (e.g., wait-list control trials, pre- and post-tests) and measurements (e.g., self-report surveys, external observation, task-based performance evaluation, secondary administrative datasets) appropriate to the theory, design, and goals of the study. For example, if we wish to evaluate student-teacher interaction, we may elect to rely on subjective student self-reports based on prior evidence that they are more predictive of relationship quality than outsider classroom observation. It will be determined if a standardized measure is desired or if researcher-designed measures are sufficient, and ETM

will carefully consider evidence for claims of validity in selecting pre-existing measures. For example, a self-report survey measure of perceptions of student-teacher relationship that was rigorously developed and validated using university students should not be assumed to be appropriate for primary students. ETM has piloted student survey design with Panorama; however, ETM will evaluate Panorama's continued utility in the context of the larger evaluation goals and theory.

Where pre-existing measures are insufficient, any adaptations (e.g., for developmental level, skill level, subject area) will be made with permission of the original author and measurement adaptations or construction will follow best-practices of measurement design (e.g., construct identification and operationalization, item construction, pilot testing, psychometric analysis and refinement). ETM's investment in developing a tool to assess musical achievement that is both grade-appropriate and tailored to the ETM curriculum will greatly increase the rigor of program evaluation, but will be time-consuming and expensive due to the rigor involved in development, testing, refinement, and validation. Due to the time and cost, this is an activity ETM is looking forward to implementing in 2018 and beyond.

Evaluation infrastructure. The structure of the evaluation department has been reconfigured in order to help ETM most effectively "prove the case" and then "go to scale." At the beginning of FY2017, the evaluation department was comprised of a full-time Evaluation Manager, a full-time Evaluation Associate, and a part-time Evaluation Assistant.

Taking into account the new goals and priority areas for the evaluation department, and in the wake of staffing changes, ETM hired a full-time Evaluation Director in summer 2017 to serve, at least initially, as a one-person evaluation department. By bringing in a new employee with more credentials and experience than previous

Evaluation Managers, ETM hopes to more efficiently and sustainably build its evaluation model. Over time, the Evaluation Director will be able to hire support staff to assist with data collection and analysis.

D. PRIORITY AREAS

2018:

- ETM will create logic models that contextualize its program model within broader theories of music education.
- ETM will use these logic models to identify evaluation

priorities that fulfill short- and long-term goals for program improvement and stakeholder engagement.

- ETM will create a more detailed five-year plan for realistic achievement of these priorities. A plan for recruiting and hiring associates, project managers, and external partners will be integrated into this.
- ETM will revise the existing student, parent, principal, music teacher, and non-music teacher surveys for administration in 2017-2018 school year, incorporating best practices in survey design and piloting use of select validated measures.



GOING TO SCALE



“ETM has succeeded in scaling impact over a period of more than 25 years. The organization has served tens of thousands of students, scores of teachers, and dozens of schools. It has done so because of the dedication and support of its Board of Directors (many of whom have been engaged for many years) and especially because of the energy, commitment and perseverance of

ETM’s leadership and staff.”

– Public Equity Group



A. CHANGE MANAGEMENT AND CAPACITY-BUILDING

In order to continue building organizational capacity, ETM has created a Chief Operating Officer position. The COO’s responsibilities are guided by, and in alignment with, the strategic plan and vision of the organization’s growth.

To achieve goals of expansion, the COO will assume operational authority for the organization as a whole, which will allow the Executive Director to devote near-full attention to managing key external relationships, namely fund development, partnership formation and national expansion planning (Appendix A contains ETM’s projected 2017-18 organizational chart, including the addition of the COO position).

As well, ETM’s human resources function is in the process of evolving into full-cycle talent management capability aligned with ETM’s strategy. At the beginning of the 2016-2017 fiscal year, ETM undertook a wide-scale compensation realignment based on peer benchmarking studies. This brought ETM’s staff to greater external comparability relative to like positions at other New York-based nonprofits.

Priority Areas for Growth

Since joining ETM’s team in June 2017, the new COO has assessed the organization’s needs and set the following goals and strategies.

2018:

- Focus on growth, program quality, and staffing

infrastructure.

- Develop and implement policies and procedures to be compiled into an organizational master binder.
- Assess the skill sets of the staff and the alignment of positions with these skill sets; restructure where necessary.
- Conduct a detailed review of the organization’s budget.
- Perform SWOT analysis of each department (Strengths, Weaknesses, Opportunities, and Threats).

2019-2022

- Reassess all new systems and infrastructure and adjust as needed.
- Ensure that the ETM brand and logo have merit, value, and recognition and that ETM is viewed as the vendor of choice for music education.
- Implement professional development and succession planning initiatives to deepen ETM’s talent bench and plan for the future.

B. GOING TO SCALE: PROGRAM DEPARTMENT

1. Current Structure and Capacity

ETM’s programs are overseen by a Director of Programs and Deputy Director, Partner School Programs, and program management responsibilities are shared among a Professional Development Specialist, Assistant Program Directors, and Music Teacher Mentors (see attached organizational chart).

Mentors are pivotal to the organization; they ensure the quality of program delivery and serve as liaisons between

the ETM office and partner schools. Moreover, teachers who receive well-matched, ongoing mentoring are more likely to succeed and to remain in the teaching profession. Mentors visit each of their assigned teachers regularly to conduct formal and informal on-site observations. On average, each Mentor oversees 12 music teachers. In 2017-18, all Mentors report to one Assistant Program Director, with one experienced member of the team serving as a Senior Mentor. This Senior Mentor helps the Assistant Program Director oversee the other Mentors while continuing to serve as a Mentor to a reduced number of teachers.

The successful delivery of ETM's music curriculum depends on highly trained and supported music teachers who are well prepared to deliver quality instruction. Once a school enters a partnership with ETM, ETM program staff determines the number of teachers the school will need in accordance with the number of students. For each student to receive at least one class period of music education per week, there should be no more than 500 students assigned per teacher; depending on the size of the school there may be one teacher or multiple teachers in a school.

ETM hires and places teachers within its partner schools, with the intention of supporting the teacher's integration into the school and school community (in many cases, ETM teachers are the school's first-ever music teacher and are charged with establishing the school's entire music program). Teachers are initially employed by ETM; however, ETM's goal is for school principals to hire ETM teachers as full-time school faculty at the schools in which they work, institutionalizing music education at the school for years to come.

2. Priority Areas for Growth

"To date, ETM's growth largely has taken place within the Bronx, home to most of ETM's nearly 50 partner schools – mostly elementary schools and a growing number of middle schools that receive ETM elementary school graduates. This seems to be due to an ETM "network effect," where principals throughout

the Bronx have told one another about ETM, generating new partnerships and fueling near-continuous growth."

– Public Equity Group

ETM plans to continue expanding within geographic clusters in order to build communities of schools with high-quality music education programs. The organization is actively seeking middle school partners that receive students from existing elementary school partners so that students can benefit from continuity of instruction from kindergarten through eighth grade.

As ETM adds partner schools to its network, the program department will continue to increase its capacity to oversee these partnerships by adding staff, providing professional development opportunities, and assessing existing systems and infrastructure on an ongoing basis.

2018:

- Assess and revise Mentor job descriptions to help maximize the role's efficiency and capacity.
- Implement a new Mentor training program designed to provide Mentors the tools they need to succeed in this more clearly defined position.
- Streamline the music teacher recruitment and hiring process in partnership with the Human Resources department.

2019-2022:

- Hire additional Mentors as needed so that each Mentor continues to oversee an average of 12 music teachers.
- Once the number of music teachers at ETM partner schools reaches 95-100, hire a second Assistant Program Director to oversee half of the Mentors. This will increase capacity and leave more room for additional program growth.
- Create an alumni network for all former ETM music teachers to keep them connected to the organization.
- Elevate ETM's visibility and profile by conducting more outreach within the higher education community.

C. GOING TO SCALE: FINANCE

“As ETM grows, the operations and finance department will need to continue to scale with the transactional (functional) financial operations that undertake recordkeeping, budgeting and disbursements. This scaling should be relatively modest.”

– Public Equity Group

ETM’s programmatic and external relations growth will need to be supported by timely updates to ETM’s operations and systems infrastructure. The past 12 months have witnessed significant enhancements: for example, the creation of the Finance Manager position, upgrading the general ledger and reporting package from QuickBooks to FundEZ, supplementing the Bamboo HR package with Greenhouse applicant tracking.

One area in which a significant systems investment is likely to be justified within the next 12 to 18 months is the adoption of an ETM-wide customer relationship management (CRM) platform.

Priority Areas for Growth

2018

- Multi-year financial planning: Design and regularly consult rolling, multi-year strategic budgets containing both profit and loss as well as balance sheet projections.
- Formal risk management: Define and document significant short and long-term financial risks and develop strategies to mitigate those risks.
- Dashboards: Identify key performance indicators to include in management and Board summaries to help simplify and focus analysis and discussion.
- Training: Better integrate financial process and policy training into employee onboarding, as appropriate.
- Review and optimize requisitions and purchase management systems: Review and optimize software, processes, and training related to spending authorizations and purchasing.

2019-2022

- Communications: Continue and adapt regular financial communications with staff and Board as activities grow and change.
- Maintain adequate transactional finance capacity: Ensure proper staff resources as transactional finance needs grow alongside activities; invest in additional software licenses and training to make best use of accounting software tools.

D. GOING TO SCALE: HUMAN RESOURCES

ETM hired its first full-time Human Resources Generalist in 2015 and has continued to formalize and update HR practices since then. The Human Resources department will need to grow in order to support the organization’s expanded programming and infrastructure, and will continue to review and improve ETM’s policies and procedures under the guidance of the Chief Operating Officer.

The Human Resources department is crucial to ETM’s program growth. ETM must recruit and hire highly qualified music educators year-round in order to ensure that all school partnerships are fully staffed and that there are no mid-year gaps in instruction. In recent years, music teacher recruitment has been distributed between the Human Resources Generalist and multiple program staff members; we plan to create a new role of Staffing Specialist to oversee and improve recruitment and talent acquisition, as well as retention and employee engagement.

Priority Areas for Growth

2018

- Recruiting/Hiring--ETM will expand its recruiting efforts to attract the necessary quality and quantity of music teacher candidates, notably with the addition of a Staffing Specialist. Additional strategies include:
 - HR staff will work with the marketing team to improve recruitment materials and strengthen use of

- appropriate online platforms to drive applicant traffic.
 - ETM will build connections with local colleges and universities with strong music education programs and collaborate with career services offices and student organizations, including the National Association for Music Education collegiate chapters.
 - ETM will actively seek to hire teachers who reflect the diversity of our partner school students, for example by contacting historically black colleges and professional associations for individuals of color.
 - ETM staff will travel to music education conferences on a national, state, and regional level in order to increase the organization's visibility and conduct outreach to broader audiences.
- Employee Onboarding--ETM will develop a more robust onboarding experience for new employees to increase engagement and provide a comprehensive overview of ETM as an organization. Additionally, HR check-ins on new employees will help tackle problems early on, to promote new employee engagement, productivity and retention.
- Salary/Benefits--ETM will modify its Educational Assistance Plan for Music Teachers, as it was greatly under-utilized in 2016-2017. ETM will improve its compensation structures for office staff and music teachers, to ensure they are properly benchmarked and clearly defined. ETM will explore more robust employee benefit/discount program offerings, including a 403(B) plan that provides better education for employees and better customer service to ETM.
- Employee Engagement/Retention--ETM will increase employee engagement and retention efforts to reduce its turnover rate. Decreased turnover and increased employee satisfaction will prevent loss of productivity when positions are vacant, a decrease in costs to hire and train new employees, and a more engaged and higher-performing workforce. The Staffing Specialist will work to improve employee satisfaction, morale, and interdepartmental teamwork.
- Performance Management--ETM will complete the revision and updating of all employee job descriptions.

- HR will also analyze and reassess employee performance evaluations and goal-setting.
- Professional Development--ETM will develop a consistent employee professional development policy and procedures. HR will work with department heads to conduct needs assessments to determine what training/skills are needed immediately and in the future to meet organizational goals and needs.
- Legal Compliance--HR will conduct an audit of ETM's HR records, policies, and practices to ensure legal compliance and address areas of noncompliance/legal risk.
- Organizational Planning--To ensure that ETM has the talents and skills it needs for organizational growth, HR will work with department managers to assess organizational goals and staffing needs, including gap analysis of skills employees possess and what ETM will need in the future.

2019-2022

- Recruiting/Hiring--ETM will implement measures to analyze the efficacy of recruiting strategies and refine/make changes as needed.
- Employee Onboarding--HR will solicit feedback and analyze the success of new onboarding measures to make any needed improvements.
- Salary/Benefits--HR will continue to ensure that ETM's compensation structure is competitive, aligns with organizational goals and strategies, and is consistently and properly applied. HR will conduct annual employee benefits utilization analyses to meet employees' needs and ETM's priorities.
- Employee Engagement/Retention--HR will continue to develop and assess new strategies for employee engagement/retention, utilizing employee feedback in a variety of mediums to use the most efficient and effective strategies consistent with ETM's values. Additionally, interdepartmental teamwork will be promoted and teambuilding activities will be initiated.
- Performance Management--Job descriptions will be updated annually. HR will coach and assist managers with job description development, performance evaluations,

and goal-setting. Processes will be reviewed and modified to meet ETM's goals and needs.

- Professional Development--HR will refine the professional development policy as needed. HR will work with department heads annually to analyze the effectiveness of the previous years' professional development and to conduct a needs assessment for the following year.
- Legal Compliance--HR will keep apprised of employment law developments and ensure that ETM prepares for impending legal changes and remains legally compliant. HR will conduct periodic audits in areas of need.
- Organizational Planning--ETM will conduct an annual analysis of its workforce talent and skills, and organizational structure as a whole, and make needed improvements and changes.

E. GOING TO SCALE: DEVELOPMENT

Historically, program service revenues have represented approximately 40 percent of ETM's total income, and the remaining 60 percent of income has been raised from a variety of individual, institutional, and government sources. These proportions will remain relatively constant from 2018 to 2022.

Recent program expansion has necessitated increased fundraising efforts. From FY2012 to FY2017, ETM's gross fundraising income increased by an average of 25 percent each year, and the development department has maintained diversified income streams to reduce reliance on any one funding source. In order to reach the goal of 80 schools by 2022, fundraising income will need to increase by an average of 7 percent each year from FY2017 to FY2022. ETM strives to maintain diversified funding streams and to achieve growth in each of these income streams.

Priority Areas for Growth

2018

- Staffing: With the addition of Chief Operating Officer and Evaluation Director positions, both the Executive Director

and the Director of Development will have more time to focus on stewardship and cultivation strategies and implementation.

- Individuals: Launch a new giving circle (the Chairman's Council) to expand ETM's network, increase visibility among high-profile New Yorkers, and build the donor pipeline. Reboot the ETM Associates young professionals group with a renewed emphasis on fundraising. Launch a pilot donor research and cultivation project around major donors, combining data mining of existing contacts and donor-specific research and a personal engagement process leading to soliciting a contribution. Strengthen cultivation and stewardship, in part by increasing face-to-face meetings.
- Board: Seek out new Board candidates from industries that are strategically important to ETM.
- Events: Hold new fundraising events with lower ticket prices than the annual Gala. Build on the success of past Galas.
- Foundation/Corporate Grants and Sponsorships: Maintain calendar of ongoing proposals, reports, and site visits for existing institutional supporters. Increase outreach to educational funders who might not fund the arts. Strengthen and increase corporate relationships, offering opportunities for volunteers, events, sponsorships, and more. Increase sharing of research on foundations/corporations of interest to ETM and leverage growing networks to identify potential connections/introductions.
- Government: Maintain existing calendar of funding applications and outreach to government officials.

2019-2022

- Individuals: Build on cultivation and stewardship strategies, identifying major gift prospects from ETM's new networks and maintaining a strong donor pipeline.
- Board: Continue to strategically recruit Board members to increase total Board membership from 23 to 28-30.
- Events: Continue to hold the annual Gala as well as other lower-priced fundraising events and cultivation/"friendraiser" events throughout the year.

- **Foundation/Corporate Grants and Sponsorships:** Continue researching potential new funders and maintain calendar of ongoing proposals, reports, and site visits.
- **Government:** As ETM adds partner schools to its network, targeted outreach to additional elected officials will become possible. Adding government contacts to ETM's network increases the amount of discretionary funding available each year.

F. GOING TO SCALE: MARKETING & COMMUNICATIONS

Since 2015, ETM's brand awareness and exposure have increased significantly. A robust social media presence and a new website launched in May 2016 have helped drive traffic, improve search rankings, and expand ETM's e-mail list. Unique website visitors have increased from 66,000 to 156,000 year-to-year since the launch of the new website, and e-mail sign-ups have increased tenfold.

The Marketing & Communications department supports ETM's programs and fundraising efforts by ensuring brand recognition, employing effective and consistent messaging, and increasing the rate of conversion for key goals like teacher recruitment and donations. In addition to its digital efforts, the department creates a number of publications, including the annual report, newsletters, event invitations, auction books, and evaluation reports.

Priority Areas for Growth

2018:

- **Partnerships:** Establish key partnerships to drive buzz and interest in the ETM program through celebrity outreach, cause marketing partnerships, and new school partnerships.
- **Messaging:** Develop a new tagline to replace "Quality music education for all children" and refine internal and external messaging to raise ETM's profile.
- **Digital:** Perform A/B testing of key website pages to increase conversion rate; use Facebook advertising to support teacher recruitment and fundraising.

2019-2022

- **Partnerships:** Build on key partnerships, developing strong relationships with celebrity brand ambassadors who are strong, committed advocates for ETM and identifying national and regional companies for cause marketing partnerships.
- **Messaging:** Continue honing messaging to ensure ETM language continues to be impactful and reflects ETM's values and mission, thereby increasing the effectiveness of the ETM brand through consistency and strong messaging.
- **Digital:** Grow ETM's e-mail list and develop a robust e-mail marketing program. Develop videos that engage viewers in the most impactful way, while supporting key goals of profile-raising, fundraising, teacher recruitment, and program support.

G. GOING TO SCALE: EVALUATION

Between FY2019 and FY2022, the evaluation department has the following goals:

- ETM will refine its evaluation efforts to focus on areas identified as change pathways: Future evaluation efforts may be refined to align measures with outcomes as key findings emerge. A healthy evaluation cycle will refine the program model and ETM will build to more rigorous future evaluations based on the initial findings.
- ETM will identify consultants for developing an assessment of musical achievement aligned with the ETM curriculum: As achievement of musical skills is one of the key outcomes of ETM's model, developing an assessment test that can accurately measure success in this area is a medium-term priority. Ensuring that the test is grade-appropriate and calibrated to demonstrate changes in students' musical skills and knowledge requires careful study and preparation. (In the 2005–2008 evaluation, the test had to be adjusted midway through the evaluation time frame, as it was not properly calibrated.) Investing in a proper test is a major step toward deepening ETM's already notable evaluation efforts.

- ETM will pilot, refine, implement, and validate musical achievement assessments: Once its initial assessment tests have been piloted and refined, ETM can determine how broadly to implement its assessment tools going forward. Finalizing and validating ETM's assessment tests will require multiple years of experimentation, but will provide ETM highly credible evidence of student progress within a given year, and over time.

H. GOING TO SCALE: NATIONAL EXPANSION

ETM has achieved considerable impacts in the lives tens of thousands of children and their families, as well as their teachers, principals, and broader communities. ETM has significant potential to grow its reach and impact going forward.

In an effort to broaden its impact, ETM would consider extending its reach into new regions by first conducting a market analysis. Over the next 12 months, ETM will explore expansion beyond New York City and Los Angeles, initially

into cities within close proximity to ETM's current geographic basis: with high percentages of children receiving free or reduced-price lunches. This would provide necessary information in determining what kinds of services would have the most significant and sustainable impacts given local music education strengths, needs, attitudes and resources.

Based on services that would likely be helpful, ETM would consider what kinds of organizational structures would most efficiently mobilize available resources. Hypothetical structures could include dedicated workgroups within ETM, local branches, local affiliates, a national organization, or some combination. After initial review, assuming some level of expansion would still seem worthwhile, a working group of senior ETM staff and Board members would develop a draft expansion framework along with a work plan and budget for engaging in a more robust planning effort. Professional consultant support would be engaged to thoroughly vet ETM's proposed growth strategies and accompanying financial models.



FINANCIAL IMPLICATIONS OF THE GROWTH STRATEGY

ETM's expansion of its in-school footprint as well as expansion into new product offerings will require a financial expansion of the organization. During Fiscal 2017, the organization made a targeted commitment to infrastructure in order to supplement its management capabilities. The growth trajectory anticipated in the strategic plan will entail a 42 percent increase in ETM's financial scale over the next five years.

Earned revenue (contractual fees from partner schools) have historically made up approximately 40 percent of ETM's total revenue, and that proportion should remain consistent as the program continues to grow.

IMPLEMENTATION

ETM's staff leadership and Board of Directors will review this plan on an annual basis and assess the organization's progress toward the stated goals and milestones. Review of this strategic plan will coincide with the annual budgeting process, and the strategic plan for the coming year will inform the full-year organizational budget. In addition, ETM's leadership will review the risks associated with growth on an annual basis and will update mitigation strategies to reflect any relevant changes to the economic or political environment.

CONCLUSION



“ETM’s is well positioned to “Prove the Case and Go to Scale.” ETM’s programs are unique in the field of music education, offering a depth of engagement and comprehensiveness that drives student and teacher development and impacts schools in deep ways akin to many school improvement efforts. While ETM’s evolution and scaling will require significant investment to bolster the organization’s operations and systems infrastructure, and change management to absorb important new roles, such as the COO, already ETM has undergone considerable transition and improvement, and more is to come.”

– Public Equity Group



By enhancing internal infrastructure and systems and deepening program evaluation, ETM is positioning itself for significant program expansion between FY2018 and FY2022. Armed with results gathered from more rigorous evaluation strategies, ETM will be better able to communicate its impact to potential funders and the general public, and to improve elements of the program model where necessary. By scaling the program to serve 45,000 children in 80 partner schools by FY2022, ETM will take one more step toward achieving its vision: that every child, at every school, has access to high-quality music instruction as part of a well-rounded education.





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