



MICHIGAN STATE  
UNIVERSITY

# MSU College of Music Community Music School – Detroit

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## Strategic Plan

**Version 1.0 January 3, 2013**

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## Version History

| Version # | Author      | Description | Date            |
|-----------|-------------|-------------|-----------------|
| 0.1       | Beach Comm. | Draft       | June 27, 2012   |
| 1.0       | RB          | Version 1.0 | January 3, 2013 |
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# EXECUTIVE SUMMARY

## Overview

This year, MSU Community Music School – Detroit (CMS-D) applied for, and won, a grant award to invest in a 3- month strategic planning process that will aid in building bold, mission-driven programming and in sustaining the organization into the future.

The Strategic Planning was developed using a four-step approach:

- Step 1: Assessment and Pre-Planning
- Step 2: Strategic Planning Input Session
- Step 3: Preparing the Final Plan
- Step 4: Implement and Measure

### **Step 1: Assessment and Pre-Planning**

A Needs Analysis was prepared by gathering as much information as possible, spanning the period from Spring 2008, before CMS-D opened to today, over 2 ½ years since the school opened. Many ideas, dreams, and wishes had been generated over the years; none were reviewed in light of field results. The overall findings demonstrated that CMS-D must establish definitions, descriptions and priorities to build a clear picture/direction going forward. Specific findings included:

- Vision and Mission needed to be reviewed and reset, within the context of the relationships between MSU, the College of Music, and CMS-D
- Current descriptions of the CMS-Ds audience needed to be refined and prioritized
- Goals had to be reviewed, prioritized and expressed as SMART goals
- Metrics had to be established and recorded

### **Step 2: Strategic Planning Input Session**

A Strategic Planning Input Session was held on April 25, 2012 with key stakeholders. Participants in the session worked together to examine and refine CMS-D's Vision, Mission and Values; to define and prioritize the target audience; and to complete a SWOT Analysis. Key needs that emerged included:

- Healthy funding
- Solid partnerships
- Better awareness in the community (marketing)
- Coordinated, sufficient staff
- Research programs
- Educational opportunities for MSU students and faculty

### **Step 3: Preparing the Final Plan**

This Strategic Plan has been prepared using a combination of research, analysis and input from stakeholders. The Plan resets the Vision, Mission and Values within the overall MSU framework; establishes the primary audience for education/enrichment, describes the Strategic Objectives, and sets

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Goals and Metrics for the next five years. This Strategic Plan is supported by the FY 2012/13 Implementation Plan and FY 2012/13 Implementation Toolkit.

#### **Step 4: Implement and Measure**

The CMS-D team can begin to implement the Strategic Plan and measure results in 2012. Elements of the Plan should extend forward and ensure that, by the end of FY 2012/13, planning for FY 2013/14 is in place. Critical to the success of any plan are:

- Tracking and reviewing metrics
- Working toward continuous process improvement through regularly scheduled meetings and Lessons Learned following implementation of programs/projects
- Annual review/reassessment

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## **TABLE OF CONTENTS**

### **Executive Summary**

- I. Background: The Framework**
- II. Vision, Mission, and Values**
- III. Target Audience**
- IV. SWOT Analysis**
- V. Strategic Objectives**
- VI. Five-Year Goals & Performance Metrics**
- VII. The Strategic Planning Input Team**

**Appendix A: Linkages Chart**

**Appendix B: Detroit School Areas 1 & 2**

**Appendix C: Sponsorship Opportunities**

**Appendix D: Goals & Metrics from FY 2012/13 to 2016/17**

***Also see:***

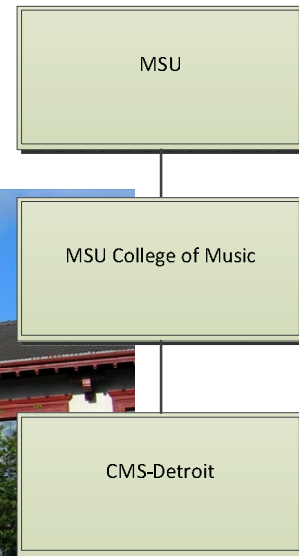
**2012/13 Implementation Plan**

**2012/13 Implementation Toolkit**

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## I. BACKGROUND - THE FRAMEWORK

### MSU Detroit Center



Community Music School – Detroit (CMS-D) is an outreach program of Michigan State University's College of Music. CMS-D launched in September 2009. Located in the new MSU Detroit Center, CMS-D shares space with other Michigan State organizations, including: the College of Education, University Advancement (fundraising and alumni relations), governmental affairs, Admissions and the University Research Corridor (URC: MSU, U of M, WSU). The MSU Detroit Center Director is Jena Calloway; the Building Manager is Toni Warr.

### Michigan State University - Positioning Statements

Michigan State University has been advancing knowledge and transforming lives through innovative teaching, research and outreach for more than 150 years. MSU is known internationally as a major public university with global reach and extraordinary impact. Its 17 degree-granting colleges attract scholars worldwide who are interested in combining education with practical problem solving.

#### A Strategic Imperative

“Enrich community, economic, and family life—through research, outreach, engagement, entrepreneurship, innovation, and diversity.”

#### A Key Strategy

“Increase access for Michigan’s children to early childhood emergent literacy programs developed by MSU faculty and community partners.”

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## Michigan State University Mission Statement

*The following statement was approved by the Board of Trustees on April 18, 2008.*

Michigan State University, a member of the Association of American Universities and one of the top 100 research universities in the world, was founded in 1855. We are an inclusive, academic community known for our traditionally strong academic disciplines and professional programs, and our liberal arts foundation. Our cross- and interdisciplinary enterprises connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society's rapidly changing needs.

As a public, research-intensive, land-grant university funded in part by the state of Michigan, our mission is to advance knowledge and transform lives by:

- providing outstanding undergraduate, graduate, and professional education to promising, qualified students in order to prepare them to contribute fully to society as globally engaged citizen leaders
- conducting research of the highest caliber that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally
- advancing outreach, engagement, and economic development activities that are innovative, research-driven, and lead to a better quality of life for individuals and communities, at home and around the world

## MSU College of Music Vision/Goal

The College of Music

- believes that music is a significant component of increased quality of life and can play a role in the achievement of these goals
- wants to develop a prototype for educational engagement for the 21st century
  - o to develop committed and effective educators who are prepared to make a difference in their future community
  - o to build a sustainable system for music education in Detroit
  - o to make a difference in a young person's life

## The MSU Detroit Center

The MSU Detroit Center is home to:

- College of Music – Community Music School-Detroit
- College of Education
- University Advancement (fundraising and alumni relations)
- Governmental Affairs
- Admissions
- University Research Corridor (URC): MSU, U of M, WSU)

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## The Land-Grant Vision

This year, Michigan State University celebrates 150 years of The Morrill Act of 1862 and the enduring power of the land-grant vision of higher education.

MSU was the model for this innovative land-grant system:

- Revolutionizing the way institutions shared knowledge,
- Providing both a practical and a liberal education,
- Democratizing higher education, and
- Helping to build a stronger nation.



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## II. VISION, MISSION, AND VALUES

### *Our foundational statements*

#### Embracing Our Land-Grant Roots

Why does Detroit need a Community Music School? What purpose does it serve – today? Tomorrow? Five years and beyond? How is CMS-D unique? Why fund it? Why work for it?

CMS-D was founded on a tested belief that music is a tool to teach valuable entrepreneurial and life skills. These skills for everyday life, like self-sufficiency, self-esteem, discipline and organization, are essential in building a better quality of life for individuals – and for communities.

Through strategic planning, we are refining our path. At CMS-D, we are linking life skills and entrepreneurship to music education/enrichment and inspiring individual achievement by transferring music skills to everyday behaviors.

We use the power of the land-grant vision to find sustainable solutions to today's problems: across disciplines and cultures, and in partnerships with fellow universities, cultural centers, foundations and corporations.

True to our land-grant values, we are inclusive. CMS-D addresses an audience from ages 0 to 100 from the local community. Backed by Michigan State, a world-class university, CMS-D is poised to offer a unique blend of possibilities in the Detroit area.

#### CMS-D Vision Statement

We are the prototype of innovation in music enrichment, education and outreach.

- Changing individual lives
- Strengthening the community
- Providing a laboratory for the highest caliber research that improves lives locally and globally

#### CMS-D Mission Statement

We inspire individual achievement through music (or: We inspire achievement through music)

- We provide children/youth with learning that sustains them through high school and beyond, encouraging confidence and self-esteem.

- 
- We provide sequential instruction with stated goals that allow transference of music skills to life skills.
  - We build achievement – as an individual and as part of a team; creating stronger citizens and a stronger community.
  - We bring the community together ... enhancing the quality of life for Detroit residents through music education.
  - We provide research and training opportunities.
  - We unite partner organizations.

## CMS-D Values

- We believe in providing affordable, high-quality music instruction.
- We believe music enhances a child's ability to learn and to stay in school.
- We believe a community comes together through the arts.
- We believe in engaging in research that will inform our field and improve lives.

## Linking Entrepreneurship, Life Skills and Music

### CMS-D: Our Prototype

At CMS-D we are developing a prototype that connects music education and enrichment to everyday skills. We believe that Maslow's hierarchy of needs – his theory of human motivation - must be applied to any education endeavor. The basic needs - Physiological, Safety, Love & Belonging, and Esteem – must be mastered in order to achieve Self-Actualization – ***to become what you are capable of becoming.***

CMS-D offers a program of sequential, age-appropriate skills learning – to increase accomplishments every year. These offerings will begin and build on a 'stair step' of individual achievement – encompassing Maslow's hierarchy of needs – for our audience. We are establishing a 5<sup>th</sup> through 12<sup>th</sup> grade curriculum and we are clearly identifying, teaching and measuring sequential skills learning.

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## **What skills are taught through music that are transferable into everyday lives?**

These are the behaviors that can be developed through sequential music education, leading to self-esteem, continuing education, and other valuable achievements ....

### **Music Lessons**

- Practice & preparation
- Dress for performance
- Show up on time
- Value of lesson in dollars
- Performing in front of a crowd
- Organizing for a lesson
- Playing in a band

### **Life Skills/Entrepreneurship**

- Completing homework
- Dress for a job interview
- Punctuality
- Financial responsibility
- Presenting oneself; conversing
- Organizing for work
- Teamwork

*A Linkages Chart is in Appendix A.*

## ***Our Unique Position***

CMS-D was founded on a tested belief that music is a tool to teach valuable life skills.

- We currently address an audience of all ages, all abilities, and all incomes
- We are backed by a world-class university with world-class successes
- We are poised to offer a unique blend of successes in the Detroit area

We believe we have a unique position in the marketplace, and an opportunity for research that can change lives.

## ***The MSU Advantage***

CMS-D's outreach is enabled by a world-class university and can offer other types of programs and events that further our charge to teach life skills and entrepreneurship through music:

- Job Placement
- Career Fairs
- College of Business, College of Education Overview Days
- Music Camps
- Informances, guest musicians

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### III. TARGET AUDIENCE

*Aligning our attention with our audience*

#### Whom Do We Serve?

In simple terms, CMS-D serves the Detroit community.

We recognize that our audience needs to develop **life skills** ... skills that our teachers identify, stress, reinforce, and promote..... skills that we can provide through music enrichment ... with transference to other critical aspects of their lives.

#### Target Audience for Music Enrichment/Education

After analyzing the results of the Strategic Planning Input Session, it was determined to use a focused strategy for programming – the 60-20-20 Strategy. All curriculum, marketing, funding, facility space and organization efforts will be channeled accordingly for maximum effect:

|     |                                    |
|-----|------------------------------------|
| 60% | Youth 6 to 19 years                |
| 20% | Early Childhood (birth to 5 years) |
| 20% | Adults                             |

#### Other Audiences

Research also generated other audiences to be defined and addressed:

- |            |              |                    |
|------------|--------------|--------------------|
| • Partners | • MSU Alumni | • Teachers/Mentors |
| • Donors   | • Volunteers | • Researchers      |

## IV. SWOT ANALYSIS

The results of the SWOT Analysis – our internal Strengths and Weaknesses and the external Opportunities and Threats – have been incorporated in our Strategic Goals and in our Implementation Plan. There is one exception, transportation, which is noted as a weakness, but is not addressed in this plan.

| Internal | Strengths                                                                                                                                                                                                                                                                                                                                                       | Weaknesses                                                                                                                                                                                                                                                                                                                                                |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <ul style="list-style-type: none"> <li>• Individuals who are passionate</li> <li>• Affordable quality music education</li> <li>• Age inclusive</li> <li>• Good product</li> <li>• Association with MSU</li> <li>• Community partnership</li> <li>• Facility</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>• All things to all people</li> <li>• No performance space</li> <li>• Stronger curriculum</li> <li>• Transport for main customers</li> <li>• Accessibility /availability not well known</li> <li>• Operational inconsistencies</li> <li>• Outgrowing space</li> </ul>                                              |
| External | Opportunities                                                                                                                                                                                                                                                                                                                                                   | Threats                                                                                                                                                                                                                                                                                                                                                   |
|          | <ul style="list-style-type: none"> <li>• Need for research/information</li> <li>• Student body will grow</li> <li>• Cuts in music education in Detroit</li> <li>• Sequential music education</li> <li>• Help solve transport for all arts orgs</li> <li>• Connect/build relationships with community partners</li> <li>• A mission worthy of support</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to cover costs as we grow</li> <li>• Lack of sustainability funding</li> <li>• Aggressive marketing/competition from similar organizations</li> <li>• Perception of duplication of program</li> <li>• Community issues: no jobs, family structure</li> <li>• What is return rate for students</li> </ul> |

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## V. STRATEGIC OBJECTIVES

### *Taking us from our Mission to our Vision*

These are our Strategic Objectives, taking us from our mission of inspiring individual achievement through music to our vision as a prototype of innovative music education/enrichment and outreach:

- Our curriculum promotes individual achievement through a stair-step of transferrable skills, encouraging our audience to be the best that they can be
- We are recognized as the ‘laboratory’ for the highest caliber music research.
- We are recognized as the center for music education and enrichment that promotes an environment of safety and belonging.
- We are sustainable – we are not the ‘poor’ nonprofit.

### From Impediments to Solutions

The SWOT Analysis showed that CMS-D needs: healthy funding to support and sustain our programs; solid partnerships; better awareness in the community (marketing); coordinated, sufficient staff; research programs; and educational opportunities for MSU students.

| Impediment                                            | Solution                                                                                                                                                         |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We are trying to be all things to all people          | <ul style="list-style-type: none"><li>• Define and market our uniqueness</li><li>• Target our audience, target our efforts</li></ul>                             |
| Our space doesn’t meet our needs                      | <ul style="list-style-type: none"><li>• Locate temporary performance space</li><li>• Determine needs, find and fund a new location</li></ul>                     |
| We need a stronger curriculum                         | <ul style="list-style-type: none"><li>• Redesign curriculum to meet audience needs and behavior goals</li></ul>                                                  |
| We lack sustainability funding                        | <ul style="list-style-type: none"><li>• Develop plan; link resources to deliverables</li></ul>                                                                   |
| Transportation is a problem                           | <ul style="list-style-type: none"><li>• TBD</li></ul>                                                                                                            |
| We have operational inconsistencies                   | <ul style="list-style-type: none"><li>• Have staffing and organization plan</li></ul>                                                                            |
| Our accessibility and availability are not well known | <ul style="list-style-type: none"><li>• Build on marketing plan</li><li>• Include off-site informances</li><li>• Meet with principals of local schools</li></ul> |

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## VI. FIVE-YEAR GOALS & PERFORMANCE METRICS

### *The Roadmap to our Mission*

#### Overview of Goals

To accomplish our strategic objectives, we have identified critical areas to address:

- Public relations/Marketing - to enhance our reputation and increase our audience
- Fundraising – to support and sustain the programs to meet our Vision and Mission
- Research – to create solutions for a positive impact locally and globally
- Programming – because this is at the center of our mission to transform lives
- Operational (Environment and Personnel) – to consistently address our ‘customer’ needs and promote a place of safety and belonging

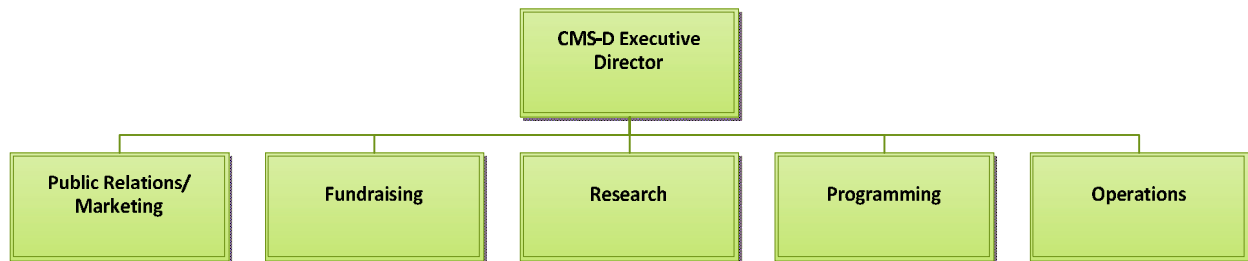
We have developed the following five-year goals for each of the critical areas.

| PR/Marketing                                                                                                   | Fundraising                                                   | Research                                           | Programming                                        | Operations                                     |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|------------------------------------------------|
| Increase awareness <ul style="list-style-type: none"><li>- Detroit area</li><li>- MSU – East Lansing</li></ul> | Increase funding dollars                                      | Increase awareness at MSU of CMS-D as research lab | Establish a ground-breaking curriculum             | Develop a staffing plan                        |
| Market to Detroit schools and other audience                                                                   | Change weight and ranking of funder and donor mix (see chart) | Increase number of research projects               | Increase program participation (with PR/Marketing) | Create music aesthetic in building and signage |
|                                                                                                                | Increase funder and donor base                                | Increase research grant funding                    | Increase return rates of audience                  | Obtain performance space                       |
|                                                                                                                |                                                               |                                                    | Increase number of solid Partnerships              | Prepare a facility assessment                  |
|                                                                                                                |                                                               |                                                    | Increase number of Partnership events              |                                                |

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## Functional Organization

A functional organization is also needed in order to meet our strategic objectives.



### The Role of the CMS-D Executive Director

The Executive Director currently serves in three capacities:

- Executive Director CMS-Detroit
- Executive Director CMS-East Lansing
- Associate Dean MSU College of Music

Some of the activities required to achieve CMS-D goals can be shared within those capacities; some staff functions can serve both Detroit and East Lansing; some research and PR activities can be handled as part of the Associate Dean function.

**Goals Note: All following percentage increases are from Fiscal Year 2011/2012 baseline.**

### Public Relations/Marketing Goals

**Note: This section is under development.**

1. Increase awareness in the metropolitan Detroit area and at MSU, East Lansing.
  - Press/web hits up \_\_\_\_% by FY 2016/17
  - Increase participation in programs \_\_\_\_% by FY 2016/17 (specifically detailed by audience)
  - Increase attendance at performances by \_\_\_\_% by FY 2016/17
2. Conduct marketing targeted to Detroit area schools.
  - Meeting with every Area 1 Principal in 2013, Area 2 & 3 by 2015
  - Develop and launch a series of music education and/or performance events ("Informances") that can be performed at various public and school locations; complete \_\_\_\_ in FY 2016/17



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*A sample map of Areas 1 and 2 is in Appendix B.*

## Fundraising Goals

1. Increase total amount raised by \_\_\_\_ % by FY 2016/17
2. Change weight and ranking of funder and donor sources per attached chart by FY 2016/17
3. Increase funder and donor base by \_\_\_\_ % by FY 2016/17

Example: Donor Sources Goal

| Current Donors/Funding Sources                                                                                                          | Desired Donors/Funding Sources                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Foundations 58%</li><li>• MSU 25%</li><li>• Individuals 12%</li><li>• Corporations 5%</li></ul> | <ul style="list-style-type: none"><li>• Individuals 60%</li><li>• Foundations 20%</li><li>• Corporations 15%</li><li>• MSU 5%</li></ul> |

*A list of current sponsorship opportunities is in Appendix C.*

## Research Goals

1. Increase awareness at MSU East Lansing of CMS-D as a research 'laboratory' (metrics TBD)
2. Initiate \_\_\_\_ research projects by FY 2016/17
3. Increase Grant funding by \_\_\_\_ % by FY 2016/17

## Programming Goals

1. Establish and offer a ground-breaking curriculum with stated goals and measures, that is sequential and targeted, and that demonstrates transference of music skills to life skills and entrepreneurship, by June 2013
2. Increase audience return rate by \_\_\_\_ % by FY 2016/17
3. Increase all audience attendance and participation – see *PR/Marketing Goals*
4. Increase solid Partnership alliances by \_\_\_\_ % by FY 2016/17
5. Increase number of Partnership 'events' by \_\_\_\_ % by FY 2016/17

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## Operations Goals:

### Personnel

1. Develop Staffing Plan (including organizational tools) by Dec, 2012
2. Increase number of volunteers by \_\_\_\_ % by FY 2016/17
3. Increase participation of MSU faculty & students by \_\_\_\_ % by FY 2016/17

## Operations Goals:

### Environment

1. Create a music aesthetic in the building and the signage by Sept, 2012
2. Obtain performance space by Dec, 2012
3. Prepare facility assessment by Dec 2012 (when will CMS-D outgrow facility?)

*A Table of Yearly Goals & Metrics from FY2012/13 to FY 2016/17 is in Appendix D.*

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## The 10 Point Test

CMS-D will develop and use a 10 Point Assessment to ensure that all Implementation Actions and Plans follow our strategic objectives.

1. Is the program in line with our Vision, Mission and Values?
2. Does it enable transference of life skills/entrepreneurship?
3. Does it address our audience in the correct proportion (60-20-20)?
4. Does it encourage returns and sequential learning?
5. Does it provide an opportunity for music research?
6. Does it meet our standard for quality music education/enrichment?
7. Is it fundable?
8. Does it promote collaboration with partners?
9. Does it bring the community together?
10. Does it promote teamwork?

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## VII. THE STRATEGIC PLANNING INPUT TEAM

### Strategic Planning Input Session Participants

- Laura Bates (via conference call attempt) [bateslau@msu.edu](mailto:bateslau@msu.edu) (University Outreach and Engagement grant writer and evaluator)
- Christal Banks [banksch@msu.edu](mailto:banksch@msu.edu) (CMS D admin. Assistant)
- Rhonda Buckley [rbuckley@msu.edu](mailto:rbuckley@msu.edu) (CMS D executive director)
- Virginia Fallis [vfallis@hammond-associates.com](mailto:vfallis@hammond-associates.com) (fundraising consultant)
- Eddie Huwitte [huwitte@att.net](mailto:huwitte@att.net) (CMS D volunteer with parents)
- Celeste Sturdevant Reed (via conference call) [csreed@msu.edu](mailto:csreed@msu.edu) (University Outreach and Engagement evaluator)
- Pam Serwa [serwap@msu.edu](mailto:serwap@msu.edu) (University Advancement: Foundation and Corporate grants)
- Jody Stark [starkjo@msu.edu](mailto:starkjo@msu.edu) (CMS D music therapist)
- Jill Woodward [jwoodward123@comcast.net](mailto:jwoodward123@comcast.net) (marketing consultant)

### Strategic Planning Input Advisors

- Etienne Charles [etienne@msu.edu](mailto:etienne@msu.edu) (College of Music Faculty, drives to D on Wed to work with D youth)
- James Forger [forger@msu.edu](mailto:forger@msu.edu) (Dean, College of Music)
- Sylvia Hollifield [hollifi2@msu.edu](mailto:hollifi2@msu.edu) (College of Education, works with placing teaching interns)
- Dewayne McAllister [dewaymc@yahoo.com](mailto:dewaymc@yahoo.com) (CMS D faculty, both adults and children)

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## APPENDIX A: LINKAGES CHART

MSU Community Music School - Linking Entrepreneurship, Life Skills and Music

Issue Date: June 27, 2012    Revision Date: \_\_\_\_\_

**Key Life Skills/Entrepreneurship – what are the traits of a musician that enhance daily life? Broaden outlook and approach, change perception of skills that you have!**

| Entrepreneurial Skills            | Skills Taught thru Music                                                                                                                    | Age Appropriate         |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Creative thinking/problem-solving | Working through tough passage, developing creative practice methods, hearing the music “in your head”                                       | 5 <sup>th</sup> grade + |
| Leadership                        | Shared responsibilities in an ensemble, solo passages, playing tests, getting up in front of an audience                                    | 6 <sup>th</sup> grade+  |
| Planning                          | Well developed program, what piece will be played/rehearsed next. Being prepared for class with equipment, attire and prepared to play well | 6 <sup>th</sup> grade + |
| Decision making                   | Who should take lead in various passages/pieces; deciding you are ready for a performance                                                   | 6 <sup>th</sup> grade + |
| Organization/prioritizing         | Practice/rehearsal/ homework, sheet music, study time                                                                                       | 5 <sup>th</sup> grade + |
| Communication (oral & written)    | Talking with fellow musicians/conductor about goals; program and program notes, bios, resumes                                               | Middle and High school  |
| Marketing/selling                 | Advertising to appropriate audience, selling recording, learning to be presentational, fundraising                                          | High school/university  |

|                                        |                                                                                                                                                              |                         |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                                        | for concerts and events, spokesperson experience                                                                                                             |                         |
| Financial management                   | Self-employed (taxes), contracts for gigs, budgeting for instrument costs, travel, other                                                                     | High school/university  |
| Record keeping                         | Payments received, keeping track of expenditures related to music career                                                                                     | university              |
| Goal setting                           | Learning piece by performance date                                                                                                                           | 5 <sup>th</sup> grade + |
| Business management; delegation        | Divide responsibilities within group based on talents/interest                                                                                               | High school+            |
| Team Player/ trust                     | Must count on each other, all are equally responsible; following a conductor or section leader                                                               | 5 <sup>th</sup> grade + |
| Focus (details <i>and</i> big picture) | Practice at home, ensemble Rehearsal, concert, season                                                                                                        | High school +           |
| Customer Service                       | Talking with audience, meeting with management, delivering high quality product (your performance); working well with others to interpret conductor/composer | High school +           |
| Creating opportunities/Initiative      | By performing well and having a unique product, through marketing more opportunities are created, gigging, teaching                                          | High school +           |
| Sharing knowledge                      | Teaching younger (and older) students, comments to audience                                                                                                  | 7 <sup>th</sup> grade + |
| People skills                          | Meet and greet after concert, meeting with/making arrangements with management at venue                                                                      | 5 <sup>th</sup> grade + |

|                                |                                                                                                                               |                         |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Build network                  | Networking at professional association events, staying in touch with classmates; meeting other achievers                      | High School+            |
| Assemble a strong team         | Having strong players in every chair, having those with skills in addition to making great music (marketing, accounting, etc) | High School+            |
| Taking risks/courage           | Trying a new work, commissioning a piece, going to a competition                                                              | High School+            |
| Competition/coping skills      | Playing tests, competitions, getting up in front of an audience                                                               | High school+            |
| Responsibility                 | Coming prepared; doing your share; meeting high expectations for quality                                                      | High school+            |
| Productivity                   | Applying oneself in music study and positive feedback in group dynamics and performances                                      | 5 <sup>th</sup> grade + |
| Improvisation/flexibility      | Used in some types of music such as jazz                                                                                      | High school+            |
| <b>Life Skills</b>             | <b>Music Teaching</b>                                                                                                         |                         |
| Conversation/positive attitude | Working with musicians, teachers, other students, people who are passionate                                                   | 5 <sup>th</sup> grade + |
| Discipline, timeliness         | Prepared and on time for classes and rehearsals                                                                               | 5 <sup>th</sup> grade + |
| self-sufficiency               | Practice, on own, at home. Feeling good about accomplishing a task                                                            | 5 <sup>th</sup> grade + |
| Ability to present             | Introduce yourself and your piece and composer at concert                                                                     | 5 <sup>th</sup> grade + |
| Professional appearance        | Looking your best for class and for performances                                                                              | 5 <sup>th</sup> grade + |
| Financial responsibility       | Saving your money to purchase supplies, music, pay for lessons                                                                | 5 <sup>th</sup> grade + |

|                                                                     |                                                                                                                            |                         |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Attentiveness, confidence, consideration, eye contact               | Ability to perform in lessons and on stage                                                                                 | 5 <sup>th</sup> grade + |
| Listening, observation                                              | Knowing that we all have a lot to learn, paying special attention to your teacher during lessons                           | 5 <sup>th</sup> grade + |
| Initiative                                                          | Going on to the next page in practice book. Learning on your own                                                           | 5 <sup>th</sup> grade + |
| Setting a value for yourself and how people treat you, Self-esteem, | Knowing that you are a talented individual and treating others the way that you would like to be treated.,                 | 5 <sup>th</sup> grade + |
| Concern/respect for the comfort & rights of others/ Good manners    | Practicing at home, being mindful of how sound/volume impacts others.                                                      | 5 <sup>th</sup> grade + |
| Image/Self-confidence                                               | The way you conduct yourself in public and on stage. Feeling good about yourself, having an excellent product (your music) | 5 <sup>th</sup> grade + |
| Introductions/networking                                            | Getting to know peers in music and those who have other interests                                                          | 5 <sup>th</sup> grade + |
| React effectively to change                                         | Listening carefully to remarks made by teacher                                                                             | 5 <sup>th</sup> grade + |
| Career path, job search                                             | Completing coursework, assembling resume, audition tape                                                                    | High School+            |
| Punctuality                                                         | Showing up for rehearsal/lessons on time                                                                                   | 5 <sup>th</sup> grade + |
| Conflict resolution                                                 | Working through difficult issues with other ensemble members/classmates                                                    | 5 <sup>th</sup> grade + |
| negotiation                                                         | Deciding how to play a passage when members have differing ideas of how it should sound                                    | High school+            |
| Decision making                                                     | Take the gig/assignment?<br>Go out with                                                                                    | 5 <sup>th</sup> grade + |

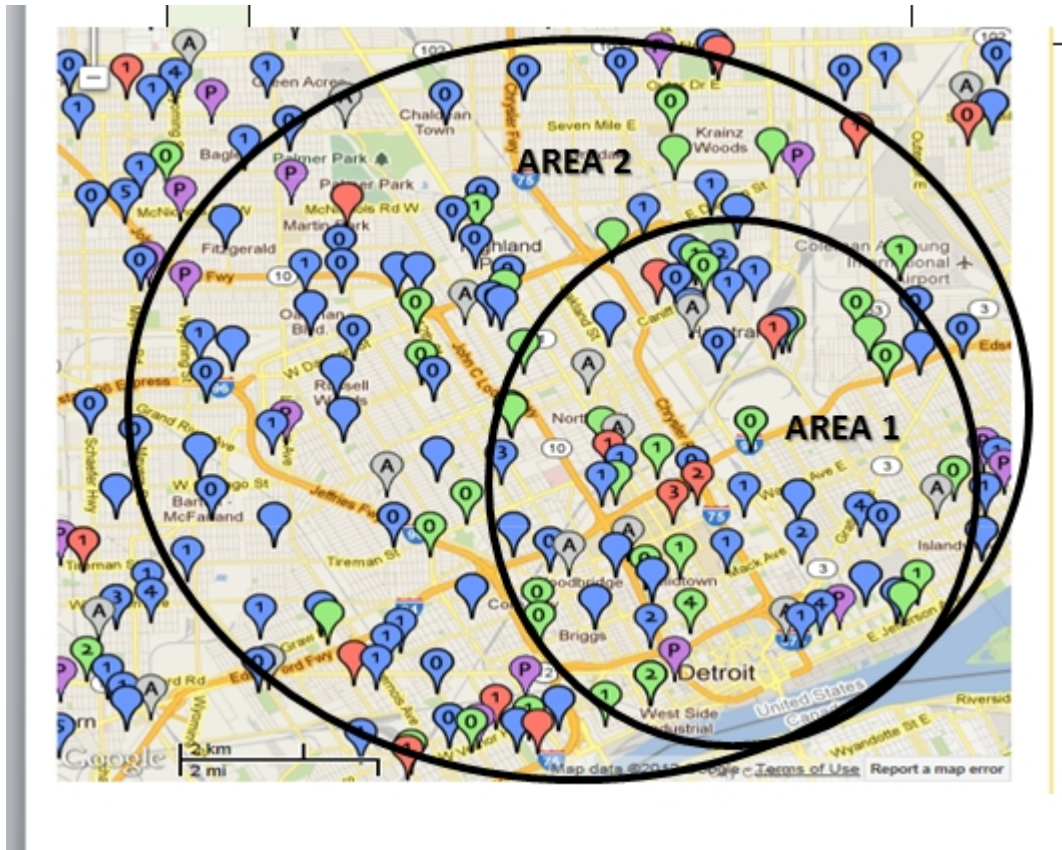


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|                         |                                                                                                 |                         |
|-------------------------|-------------------------------------------------------------------------------------------------|-------------------------|
|                         | friends/practice and do homework?                                                               |                         |
| Team work               | Playing in any ensemble, each member's part is important, showing up and being prepared         | 5 <sup>th</sup> grade + |
| Perseverance/dedication | Learning little by little to be good at playing music; then seeing results over weeks and years | 5 <sup>th</sup> grade + |
| Accomplishing a task    | Making daily progress and getting the point of completion                                       | 5 <sup>th</sup> grade + |
| Thinking creatively     | What makes you/your group unique?                                                               | High school+            |
| Following through       | Get the gig, prepare, perform beautifully                                                       | 5 <sup>th</sup> grade + |
| Memorization            | Learning to absorb notes and concepts completely                                                | 5 <sup>th</sup> grade + |
| Self-expression         | Learning dynamic markings and personal interpretations                                          | High school +           |
| Coordination            | Hand, eye, body posture with mental activity                                                    | High school +           |
| Cultural Awareness      | Learning about other cultures and diverse peoples through the music played                      | 5 <sup>th</sup> grade + |

## APPENDIX B: DETROIT SCHOOL AREAS 1 & 2

This is a sample chart showing possible breakdown of Areas 1 & 2.



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## APPENDIX C: CMS-D SPONSORSHIP OPPORTUNITIES

March 2011

### Aspiring Musicians Program

The Aspiring Musicians Program offers one-hour group lessons for flute, clarinet, trumpet/coronet, oboe/bassoon, saxophone, French horn, trombone/baritone/ tuba, percussion, piano and guitar. Lessons include ensemble playing, music theory and music history. This program provides students what they need to know to enrich their lives and to feed into other MSU and DSO programs for years to come.

**\$75,000** will sponsor the entire program for 12 months

**\$50,000** will allow CMS D to offer tuition assistance/scholarship support for students in need (\$1,000 per student per year or \$500 per group student per year)

**\$20,000** will support CMS-D's purchase of wind, brass and percussion instruments for students in the Aspiring Musicians Program.

**\$5,000** will support the maintenance of instruments of the students in the Aspiring Musicians Program per year.

**\$2,000** will provide tuition assistance/scholarship support for 2 individual students per year or 4 group lesson students per year.

### Music Therapy Program

Music therapists provide treatment for a variety of conditions ranging from stress to severe handicaps. Services are offered to individuals and groups of all ages and abilities. Children with delays or difficulties with speech or motor skills may benefit from music therapy.

**\$60,000** will sponsor the entire program for 12 months

**\$40,000** will allow CMS D to offer tuition assistance/scholarship support for students in need (\$1,000 per individual per year or \$500 per group participant per year.)

**\$20,000** will allow CMS D to purchase and maintain therapy equipment such as a piano, percussion and drum set, for a year.

**\$10,000** will underwrite 1 music therapist for a year.

**\$2,000** will provide tuition assistant/scholarship support for 2 individual clients per year or 4 group clients per year.

### Jazz Program

MSU Jazz@CMS–Detroit provides high quality music education outside of the normal school day to youth ages 11 to 19. The program is presented in cooperation with the Detroit Symphony Orchestra's Civic Jazz Orchestra program. Classes focus on jazz improvisation and combo playing. Students who participate in MSU Jazz@CMS-Detroit are invited to attend MSU's Jazz Camp each summer

**\$50,000** will underwrite the entire program for 12 months

**\$30,000** will underwrite tuition for jazz students attending residential summer camp at Michigan State University's East Lansing campus.

**\$17,000** will underwrite 5 MSU faculty teaching artists for the academic year program and the summer camp

**\$ 3,000** will underwrite equipment for the program such as drum sets, amplifiers, music, for a year.

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## Music Technology Program

*Composing: Bach to Hip Hop* teaches youths about music composition, both traditionally and by using music technology in the creative process. Students acquire real-world skills through interaction with MSU faculty and industry professionals, learning on equipment that is used in studios and labs across the country. This program is offered in collaboration with the University Of Michigan School Of Music. Expected start date of program: Fall 2011

**\$40,000** will underwrite the program for an entire year.

**\$20,000** will underwrite 12 Sun Thin Client computers and software

**\$10,000** will provide equipment for the Technology Lab such as recording equipment and video cameras.

**\$ 1,500** will provide tuition assistance for two students for one year.

## Piano Program

Performance instruments for faculty and student recitals and practice/teaching instruments for lessons and group sessions.

**\$30,000** will allow for the purchase of 2 Grand Pianos (2 are needed)

**\$15,000** will provide tuition assistance for piano students per year (\$1,500 per year for 10 students)

**\$ 3,500** will allow for the purchase of studio pianos for lessons, classes and workshops (9 total needed)

**\$ 3,000** will provide for maintenance of the Grand Pianos for a year

**\$ 1,500** will provide for the maintenance of studio pianos for three years.

**\$ 500** will provide a music stand, chair, music, and art work in each studio

## Music for the Very Young Program

Early childhood music education focuses on ages birth to 7 years old and exposes children to many different kinds of music and movement with a fun curriculum proven to enhance brain activity. Child/caregiver group sessions help children develop tonal and rhythmic awareness while building skills in the physical, interpersonal, and language domains.

**\$30,000** underwrites the program for one year.

**\$25,000** will provide tuition assistance for students in need: (\$500 per year for 50 infants/toddlers)

**\$ 5,000** will provide equipment, bench and artwork for early childhood room

## New Horizons Band Program

The New Horizons Band Program is for adults who wish to learn to play a band instrument for the very first time, or who would like to return to play with likeminded adults. NHB provides a relaxed, fun learning environment. The group gives several performances each semester. A beginning group and an intermediate/advanced group and a jazz group are available.

**\$25,000** will underwrite the program for an entire year.

**\$15,000** will provide tuition assistance for 50 students (\$300 per student)

**\$10,000** will provide a fund for the purchase of instruments for those who do not own their own

## APPENDIX D: GOALS & METRICS FROM FY 2012/13 TO FY 2016/17

**Note: This section is under development.**

Note: All percentage increases are from Fiscal Year 2011/2012 baseline.

| Fiscal Year                          | 2012/13        | 2013/14        | 2014/15        | 2015/16        | FY 2016/17     |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|
| <b>PR/Marketing</b>                  |                |                |                |                |                |
| Press/web hits                       | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| Program participation                | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| Performance attendance               | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| Detroit School Meetings              | Area 1: 100%   | Area 2: 100%   | Area 3: 100%   | Others: 100%   | Ongoing        |
| Location performance events          |                |                |                |                |                |
| <b>Fundraising</b>                   |                |                |                |                |                |
| Donation dollars                     | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| Donor mix                            | (see chart)    | (see chart)    | (see chart)    | (see chart)    | (see chart)    |
| Funder and donor base                | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| <b>Research</b>                      |                |                |                |                |                |
| Increase awareness at MSU E. Lansing | TBD            | TBD            | TBD            | TBD            | TBD            |
| Research projects                    | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| Grant funding                        | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| <b>Programming</b>                   |                |                |                |                |                |
| Curriculum/Programs                  | Develop        | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| Youth return rate                    | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| Solid Partnerships                   | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |
| Partnership events                   | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____% |

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| <b>Fiscal Year</b>        | <b>2012/13</b> | <b>2013/14</b> | <b>2014/15</b> | <b>2015/16</b> | <b>FY 2016/17</b> |
|---------------------------|----------------|----------------|----------------|----------------|-------------------|
| <b>Operations</b>         |                |                |                |                |                   |
| Staffing plan             | Develop        | Review/update  | Review/update  | Review/update  | Review/update     |
| Volunteers                | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____%    |
| MSU student participation | Increase ____% | Increase ____% | Increase ____% | Increase ____% | Increase ____%    |
| Create music aesthetic    | Create         | n/a            | n/a            | n/a            | n/a               |
| Performance space         | Obtain space   | n/a            | n/a            | n/a            | n/a               |
| Facility assessment       | Prepare        | Review/update  | Review/update  | Review/update  | Review/update     |