

# MacPhail Center for Music Intensive Strings Program

## *2019-20 Evaluation Results*

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# Key findings

This report provides information about the outcomes and implementation of the MacPhail Intensive Strings Program, which is implemented at Ascension Catholic School and Harvest Network of Schools. Results from an evaluation of the MacPhail Northside Youth Orchestra for the 2019-20 school year can be found in a separate, complementary report. A few key findings are presented below.

## *Parents have positive attitudes about their child's learning and attitude toward school*

- Most parents from both schools agreed that participating in the MacPhail music program helped their child improve in math, literacy, and other academic skills, improved their attitude toward school, and increased their ability to focus on tasks.

## *Students show positive non-academic skills*

- Teaching Artists reported that students consistently came prepared to lessons, including bringing all required materials to class, demonstrating eagerness to learn, cooperating in group settings, and following directions during lessons, among other skills.
- Parents also noticed that their children were developing and demonstrating non-academic skills, such as time management skills and taking responsibility for their own schedules.

## *Students show improvement in musical skills, have good practicing habits, and want to continue developing their skills*

- Students show discipline and perseverance in their musical study. Teaching Artists reported that students at Ascension and Harvest consistently brought all required materials to class, prepared assigned music in home practice, and demonstrated leadership in class.
- Students demonstrate musical growth during the program. Across both schools, Teaching Artists reported that a majority of students showed consistent musical progress and growth throughout their time in the Intensive Strings program.
- Parents commented on musical skills their children had developed through participation in the program, including playing music by ear. They also discussed how their children's motivation to practice their instrument had grown during the course of the program.

### ***MacPhail Intensive Strings programming provides access to formal, consistent music education***

- Parents discussed how the MacPhail Intensive Strings program was the only formal and consistent music education their children had participated in, with some noting the prohibitive costs of available music education or a complete lack of accessible music education beyond the Intensive Strings program.

### ***The majority of students attended the program most of the time***

- In the fall semester, Ascension and Harvest students each attended an average of 78% of their lessons. In the spring semester, Ascension students attended an average of 74% of their lessons and Harvest students attended 83% of their lessons, on average.

### ***Parents report participation in the program is easy and have few recommendations for improvement***

- Nearly all parents indicated they would like their child to continue to participate in the program in the coming year.
- Parents spoke highly of the program and the offered few suggestions for program improvement. Their suggestions included offering a wider variety of instruments for children to play, increasing awareness of relevant resources available to families, and adding or continuing financial support to access music education for families.

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## Program overview

MacPhail Center for Music's School Partnerships enrich the lives of young people and their families in Minnesota by providing in-person or live online instruction in partnership with Minnesota schools. MacPhail staff work with school music educators and administrators to develop customized programs that provide relevant and compelling music education to strengthen student learning. These programs are individually designed for each school to ensure custom supports are in place to enable children and youth to succeed.

A subset of these programs focuses on delivering intensive instrumental instruction to students with limited access to music education. During the 2019-20 school year, this subset consisted of the Ascension Afterschool Strings Program and The Harvest Network of Schools Strings Program.

The Intensive Strings Program provides students with specialized music education and instruction beyond the schools' general music education, and in doing so, supports students' highest level of artistic and school learning. Program funders include The Curtis L. Carlson Family Foundation, Minnesota State Arts Board, Patrick and Aimee Butler Family Foundation, Carolyn Foundation, Richard M. Schulze Family Foundation, George Family Foundation, and Aroha Philanthropies.

The following section describes the programming at these programs in 2019-20. All instruction is delivered by MacPhail Teaching Artists.

### Ascension School Strings Program

Third- through eighth-grade students who attend Ascension School may choose to play the violin, viola, or cello as part of the Ascension School Strings Program. Participation is voluntary but students who join must agree to behavior and attendance standards. Students participate in a levelled ensemble, a sectional, musicianship classes, compositions, and bucket drumming. MacPhail provides students with instruments and materials. A team of teachers work together to make sure that each student pursues individual learning goals and makes a positive contribution to the community. Performance and educational mentorship from musicians from the Minnesota Orchestra provides motivation and focus for students. In addition to musical skills, students learn the importance of collaboration, teamwork, leadership, self-expression, and community. Students have multiple opportunities to extend and continue learning over the summer, including private lessons and participation in camps, group classes, and retreats. Fifty-two Ascension students completed the program in the 2019-20 school year.

# Harvest Network of Schools String Program

Students in fifth- through eighth-grade must apply to be accepted into the Harvest Strings Program. All students who demonstrate a commitment to academics, good behavior, and an interest in music are admitted. Students participate in weekly (and sometimes twice-weekly) sectionals in large and small groups. MacPhail provides students with instruments, materials, and performance opportunities.

Similar to Ascension, a team of teachers work with students to ensure that they are setting and striving toward individual learning goals and that they are making positive contributions to the group ensemble. Musicians from the Minnesota Orchestra perform for and provide educational mentorship to students. In addition to musical skills, students learn the importance of collaboration, teamwork, leadership, and community. Students have multiple opportunities to extend and continue learning over the summer, including private lessons and participation in camps, group classes, and retreats. Fourteen Harvest students completed the program in 2019-20.

## Scholarships

### **Roderick Cox Music Initiative Scholarship**

The Roderick Cox Music (RCMI) Initiative began in 2019 as a program to nurture the next generation of musicians and conductors through music scholarships granted over three years to underserved youth of color in the Twin Cities. Each scholarship is given to a student who aspires to have a future in classical music. Funds from the RCMI are designated for summer camps, instrument repair/purchases, advanced training programs, private lessons, and mentorship by Roderick Cox and professional musicians in the area. The goal of RCMI is to help make the pathway for young musicians of color a little easier by alleviating some financial burden, and providing the necessary networking and training needed to be a successful musician. In the 2019-20 school year, one student from Ascension was awarded the RCMI Scholarship.

### **Children's Music and Arts Foundation Scholarship**

In 2006, the Children's Music and Arts Foundation (CMAF) gave its assets to MacPhail Center for Music to establish a permanently endowed fund to support the work of MacPhail. The Children's Music and Arts Fund of MacPhail Center for Music was made possible with the generous support of Charlotte and Arsham Ohanessian. Ohanessian, born in an Armenian community of Baghdad, Iraq, became a generous philanthropist in his adopted home of Minnesota. In retirement, he continued playing the violin and reading ancient

poetry. Ohanessian befriended Tom Keller and Chris Clouser, founding board members of the Children’s Music and Arts Foundation, and subsequently directed a portion of his legacy to the foundation. The dream of Clouser and Keller was to provide financial assistance for elementary and high school students in need of help to continue their music studies. Today, the fund provides essential support for all need-based awards offered to qualified MacPhail students. In the 2019-20 school year, one student from the Harvest Network of Schools was awarded the CMAF Scholarship.

## Program changes in response to the COVID-19 pandemic

The first cases of COVID-19 in Minnesota were diagnosed in March 2020; following this, Governor Walz issued a stay-at-home order, and public schools transitioned to distance learning. With this, the Intensive Strings program transitioned to online learning as well. Teaching Artists from the MacPhail Center for Music utilized Google and Zoom as online platforms for distance learning; the partnerships were able to create a Google Classroom to store weekly curriculum documents, including videos and PDFs with activity instructions. Individual breakout rooms were utilized to allow students to see and engage with each other. The MacPhail Center for Music plans to continue programs online through the 2020-21 school year, with the possibility of using the MacPhail Center’s downtown site for small, in-person rehearsals.

# Evaluation

Wilder Research worked with the MacPhail program coordinators to develop an evaluation design for the program. The evaluation includes outcome and implementation components and gathers qualitative and quantitative data to answer the following research questions. (A logic model reflecting the activities and outcomes of the program is provided in the Appendix).

## Outcome evaluation key questions

- To what extent does student participation in the Intensive Strings Program affect student academic achievement and attitudes toward school?
- To what extent does student participation in the Intensive Strings Program affect student non-academic skills (persistence, motivation, leadership)?
- To what extent does student participation in the Intensive Strings Program affect student musical skills and knowledge?
- To what extent does school participation in the Intensive Strings Program benefit the school, including its music educator?
- To what extent does the Intensive Strings Program increase access to music education?
- What impacts does the Intensive Strings Program have on music education in schools, broadly speaking?

## Implementation evaluation key questions

- How well is the Intensive Strings Program being implemented? What aspects of the Program can be strengthened or improved?
- How well does the collaboration between MacPhail and the schools function, and how can it be strengthened?



## Evaluation questions related to the COVID-19 pandemic

- How well did MacPhail support the partner schools during the shift to remote learning?
- How well did MacPhail support students and their families during the shift to remote learning?

This report describes the methodology and findings of the evaluation.

## Methodology

In the 2019-20 school year, MacPhail and Wilder Research worked together to collect information on the program through a variety of surveys, interviews, and program records. Descriptions of these tools are listed here according to which component of the evaluation they addressed.

## Outcomes

- **Parent survey:** The survey gathered parents' perspectives on their child's practice skills, their own involvement and encouragement at home, the impact of music lessons on their child's education, and whether they want their child to continue music lessons. 23 parent surveys were collected. Parents who completed the survey were given a \$10 gift card as an incentive for participation.
- **Parent interview:** Parents were asked to participate in a 20-30 minute interview to speak further about their satisfaction with the Intensive Strings program and the outcomes they have seen in their children due to participation. Six parents participated in an interview. Parents were given a \$15 gift card as an incentive for participation.
- **Lesson progress report:** A progress report was designed to help assess students' musical skills, knowledge, and non-academic skills (persistence, initiative, and leadership during the program). Progress reports were completed by Teaching Artists at the end of the fall 2019 and spring 2020 semesters. Of the participating students, progress reports from both fall 2019 and spring 2020 were available for 35 students in total (53% of students). These reports were matched to one another for analysis, allowing for comparisons across fall and spring semester. There were 29 matched progress reports available for Ascension students (56% of students) and six matched progress reports available for Harvest students (42% of students).

## Implementation

- **Program records and lesson progress report:** MacPhail worked together with Ascension and Harvest to collect information about the students participating in the program throughout the school year. Additionally, Teaching Artists were asked about the frequency of student attendance.

## Evaluation method changes in response to the COVID-19 pandemic

- **School attendance, test scores, and report cards:** In previous evaluation years, schools provided information on student school attendance. They also provided student test scores, including the Minnesota Comprehensive Assessments (MCA) and Measures of Academic Progress (NWEA MAP) in reading and math, and report cards, as available. Because of the shift to remote learning in March 2020, schools did not administer standardized tests to students in spring 2020.
- **Student survey:** In previous evaluation years, the survey gathered information on students' attitudes about school and music education. It also asked about parental support they received in their musical education. MacPhail and partner schools collected passive consent from parents of participating students prior to administering the student survey in previous years. Because of the shift to remote learning in March 2020 and resulting program changes, the student survey could not be administered in this evaluation year.

## Results

Overall, the Intensive Strings Program was implemented successfully during the 2019-20 school year. The program served students in the two partner schools. Most students in these schools were enrolled in the program throughout the year and the majority attended at least 80 percent or more of the lessons.

Students also showed positive social and emotional learning skills. The MacPhail Teaching Artists working with the students reported that most students followed directions, demonstrated eagerness to learn, and showed consistent growth during the school year. Teaching Artists also reported that most students made consistent progress in the program, taking the time to practice their instruments and reporting that someone at home encouraged them to practice and attended their musical performances. Parents and students were satisfied with the program and would like the students to continue developing musical skills through future participation.

Evaluation outcome and implementation results are presented in detail in the following sections.

## Outcomes

### *Parents have positive attitudes about their child's learning and attitude toward school*

Most parents from both schools agreed that participating in the MacPhail music program helped their child improve in math, literacy, and other academic skills; improved their attitude toward school; and increased their ability to focus on tasks (Figure 1). Parents were most positive about how participation in the program improved their child's ability to focus on a task, with 95% reporting that participation improved this skill "a little" or "a lot."

### *Students show positive non-academic skills*

According to the MacPhail Teaching Artists, students frequently came prepared to lessons. In spring 2020, Teaching Artists reported that the majority of students at Ascension and Harvest brought all required materials to class "always" or "most of the time" (92%) and demonstrated eagerness to learn "always" or "most of the time" (89%; Figure 2). The majority of students were cooperative in group settings (86%); demonstrated independent learning (76%); followed directions during lessons (75%); and demonstrated focus in class (71%). Additionally, most students demonstrated leadership in class (70%); were persistent when experiencing difficulty (67%); and prepared assigned music in home practice (62%). Students had higher ratings in these areas for the fall semester than the

spring semester; it should be noted that spring semester ratings were completed after students had transitioned to remote learning and lessons, which was a challenging situation for students and Teaching Artists alike. Comparisons between fall and spring progress reports, as well as ratings for spring 2020 should be interpreted within the context of this unprecedented situation.

In the parent interviews, parents were asked if they saw changes in their child’s skills or other benefits they attributed to participation in the Intensive Strings program. Two parents said their children showed improved focus or concentration and another two said that they saw their children improve in their time management skills.

*My 5th grader can concentrate more. The benefit of having an after school program and having her be involved in it, to make sure you keep on top of your studies and stay involved, helped her to focus more and concentrate more. Just like she does when she’s practicing her cello. – Intensive Strings Program Parent*

*He’s matured a lot. It could possibly be his age and starting middle school, because 5th grade for his school is middle school, and possibly being independent about the strings class himself. Remembering what days and times he was supposed to go -- he did that himself and reminded me when he had it. – Intensive Strings Program Parent*

### **Students show improvement in musical skills, have good practicing habits, and want to continue developing their skills**

#### **Students make progress in their musical skills**

Students were evaluated by MacPhail on a variety of measures, one of which addressed musical progress and growth. Across both schools, 79 percent of students were said to have shown consistent musical progress and growth “always” or “most of the time” (Figure 2). Similar to the areas mentioned above, there was a decline in student ratings in this area, particularly in the percentage of students who “always” demonstrated consistent musical progress and growth. This should also be viewed in light of the global pandemic that forced students to learn remotely in spring 2020.

To learn more about students’ musical growth and growth in social-emotional and executive functioning skills, MacPhail Teaching Artists who teach at Ascension and Harvest were asked to provide additional comments on their progress reports. In the spring 2020 post-assessments, the most common positive responses were comments about students’ growth in different musical skills (30% of progress reports mentioned this; Figure 3), including tone and general musicianship. Following this, Teaching Artists noted students’ determination and focus during lessons (12%), mentoring or teaching of their peers (12%), and their energy and enthusiasm for lessons (12%). Teaching Artists’ most frequent areas of concern were that students were showing up late to lessons or not showing up at all (23%), were distracted

in lessons (16%), and should dedicate more time to practice outside of lessons (14%; Figure 4).

Parents were also asked in interviews if they saw changes in their child’s musical interests or abilities. Two parents noticed their child being able to recognize notes or melodies without sheet music and two noticed their child being self-motivated to practice their instrument.

*Now she’s able to just listen to music and play the violin without note sheets. She can hear a rap song and she can play the violin of that music. I was quite impressed.  
– Intensive Strings Program Parent*

*They were not very familiar with the instruments they were playing. They didn’t like it. They said it’s too hard, I don’t know how to do that, I’m going to stop. But then as they learned, they just grabbed their instrument and practiced without me having to ask them. – Intensive Strings Program Parent*

### **Parents encourage students to practice at home**

Parents were involved in students’ music education. All parents who completed a survey reported that their child has a place to practice at home (Figure 5). Parents also indicated that they encourage their child to practice at home and that someone at home comes to their child’s performances (Figures 6 and 7).

Parents were also asked about how they have stayed aware of their child’s musical education through progress reports and assignment sheets. The majority of parents reported that they read their child’s yearly progress report which details their child’s performance in music lessons, with 59% of parents indicating “yes,” and another 27% indicating “sometimes” (Figure 7). Many parents reported that they read their child’s weekly music assignment sheets, with 57% of parents indicating “yes,” and another 24% indicating “sometimes.”

### ***MacPhail Intensive Strings programming provides access to formal, consistent music education***

In the parent interviews, parents were asked what other music education their children had received and if they believed their children would have access to music education if not for MacPhail Intensive Strings programming.

Of the six parents that were interviewed, three said that their children had previously learned an instrument elsewhere, such as through a different school, church, or from a family member. In all three cases, the instruments students learned were different than the ones they played in the Intensive Strings program. These parents felt that this previous music experience was part of the children’s motivation for participating in Intensive Strings.

Parents also described other previous music education experiences gained through, online resources, community organizations, or other MacPhail programs.

Two parents said they believed their children would not have access to music education if not for Intensive Strings, citing lack of available opportunities and prohibitive costs.

*“He goes to the YMCA in North Minneapolis and they had a recording studio in there. They let the kids fool around. And his father has a little recording booth in the basement, they make songs sometimes” - Intensive Strings Program Parent*

*“They would not have [access to music education without Intensive Strings]. The programs that people offer are expensive and they’re not in the inner city.  
- Intensive Strings Program Parent*

*“I’m not aware of any other programs like that in my community. I’m in North Minneapolis, and I rely on community resources, like the parks and rec board, community centers, and as far as I know, none of them offer a music program. And so because of those reasons, I think there’s just limited access. And also the lack of awareness. Had the school not offered MacPhail, I’d just say ‘Oh, it sucks, schools don’t have music programs anymore.’ But I wouldn’t have thought to seek a program out. And with her being a little younger at the time, I know she showed some interest in other things, such as robotics and art, so those were the things I’d search for. And on the flip side, she might not even know that music is an option, to express that interest in. Having that at the school, there was a level of awareness, of opportunity, that we could take advantage of.” - Intensive Strings Program Parent*

## Implementation

### ***The majority of students attended the program most of the time***

The program records show that in 2019-20, 66 students across the two schools completed the program (52 students at Ascension and 14 students at Harvest). MacPhail Teaching Artists reported in students’ progress reports how frequently they attended lessons. Students from Ascension attended an average of 78% of their lessons in the fall and 74% of their lessons in the spring (Figure 8). Students at Harvest attended an average of 78% of their lessons in the fall and 83% of their lessons in the spring.

## ***Parents report participation in the program is easy and have few recommendations for improvement***

In the interviews, parents were asked if participation in the program was easy and if they had any recommendations or suggestions for improvement.

All six parents said that participating in Intensive Strings is easy. When asked about potential barriers, two parents mentioned that pick-up after practice is sometimes difficult due to work schedules or other family obligations.

## **Parents are satisfied with the program and would like the students to continue participating and developing musical skills**

Ninety-six percent of parents reported that they wanted their child to continue with the MacPhail program the following year, with another 4% reporting they might like their child to continue (Figure 9). In the interviews, two parents said that their children like going to Intensive Strings programming and are really invested in it. A few also offered appreciation and praise for program staff.

*“At first she was very excited for this class but now I see that she adores this class and it comes natural to her. She takes good notes because she wants to be the best she can be.” – Intensive Strings Program Parent*

*“When my daughter was enrolled, she had the same instructor who was extremely talented both in playing the instrument and instructing the students. She was very invested. There were times when my daughter would start to phase out of participating, and I would get emails asking how things were going, if everything was alright, that she wasn’t showing up. She showed a genuine interest, which made a big difference for me, and I encouraged her to stick with it and it was a teachable moment. Not all teachers will do that.” – Intensive Strings Program Parent*

In the surveys, 57% of parents also indicated that they would like MacPhail to offer different instruments as a part of the program (Figure 10). These parents mentioned piano, guitar, wind instruments, and percussion as instrument options they would like.

When asked for program recommendations or suggestions for improvement in interviews, parents did not have much to share. A few mentioned wanting more information about other resources in the community or online, such as through a website or communication from MacPhail. One parent was interested in having a common spot for music-related resources that are available during the summer between programming, which could include an online list or email newsletter. Some other ideas were: improving communication with parents about programming, adding and continuing financial resources or reduced rate summer lessons, and increasing program capacity.



## **Students were able to transition to online rehearsals smoothly**

Parents were asked questions about the transition to online rehearsals. The majority of parents reported that they “strongly agree” or “agree” that the transition to online music lessons was smooth (55%), that their family has the necessary technology to do online music lessons (90%), that adults in their household have the time available to help their child in online music lessons (80%; Figure 11). Fifty-three percent of parents reported that they “strongly agree” or “agree” that MacPhail helped their family in transitioning to online music lessons.

## **Issues to consider**

The data indicates that participants are doing well in the music program. Progress report results show that students are showing growth in their music skills and are eager to continue in the program and further develop their knowledge of music and instruments. Parents report enjoyment of and appreciation for the program and the Teaching Artists.

Based on the results available to date, the following are a few points that can be taken into consideration in future planning for the program. MacPhail leaders and staff may have already made adjustments in some of these areas.

- Continue to work with schools, students and families, and other community organizations to ensure remote learning is as successful as possible in the 2020-21 school year. It appears that remote learning was a challenge for students, who struggled to maintain their level of focus and musical skill growth in a remote environment. This is expected, given the circumstances, and MacPhail and its Teaching Artists should work to establish reasonable goals for students during this challenging time. It is important in the current context for organizations to collaborate to support children and families however possible.
- Consider offering different instrument options for students in the program. Parents mentioned that they were interested in MacPhail offering guitar, wind instruments, and piano as instrument options for students.
- Consider ways to improve communication with parents about programming and potential music resources; some parents were unfamiliar with the ways in which MacPhail’s programming shifted to remote learning. Parents may appreciate more information about what MacPhail is doing and what additional resources they may be able to access at home to help their child’s musical learning.

- Consider increasing financial resources available to parents or work to increase awareness of existing financial resources to enroll their child in other musical opportunities, especially those at MacPhail. This is especially important at present, as many parents of children in the program are likely affected by the economic downturn caused by the COVID-19 pandemic.
- Evaluate access to musical instruction for families like those currently involved in the program to better understand the impact the Intensive Strings program has on increasing access for families who might not otherwise be able to have their children participate in music education.

# Appendix

## Figures

### 1. Parents' report of academic skills

| Has participation in the MacPhail music program helped your child improve his/her... |             | N  | Yes, a lot (3) | Yes, a little (2) | No (1) | Mean |
|--|-------------|----|----------------|-------------------|--------|------|
| Math skills?   | All schools | 14 | 36%            | 36%               | 29%    | 2.1  |
| Literacy skills?   | All schools | 15 | 40%            | 47%               | 13%    | 2.3  |
| Attitude towards school?   | All schools | 20 | 35%            | 50%               | 15%    | 2.2  |
| Ability to focus on a task?  | All schools | 20 | 35%            | 60%               | 5%     | 2.3  |
| Other academic skills?   | All schools | 16 | 38%            | 50%               | 13%    | 2.3  |

## 2. MacPhail Teaching Artists' progress report results

| Behavior  |                    |                    | N         | Always     | Most of the time | Sometimes  | Never     | Mean        | Change |
|---|--------------------|--------------------|-----------|------------|------------------|------------|-----------|-------------|--------|
| The student brings all required materials (method book, instrument, etc.) to the group lesson | Ascension          | Fall               | 29        | 76%        | 10%              | 14%        | 0%        | 3.62        | -0.28  |
|   |                    | Spring             | 29        | 45%        | 45%              | 10%        | 0%        | 3.34        |        |
|   | Harvest Network    | Fall               | 6         | 50%        | 50%              | 0%         | 0%        | 3.50        | -0.17  |
|   |                    | Spring             | 6         | 33%        | 67%              | 0%         | 0%        | 3.33        |        |
|   | <b>All schools</b> | <b>Fall 2019</b>   | <b>35</b> | <b>71%</b> | <b>17%</b>       | <b>11%</b> | <b>0%</b> | <b>3.60</b> | -0.26  |
|   |                    | <b>Spring 2020</b> | <b>35</b> | <b>43%</b> | <b>49%</b>       | <b>9%</b>  | <b>0%</b> | <b>3.34</b> |        |
| The student prepares assigned music in home practice  | Ascension          | Fall               | 28        | 46%        | 25%              | 25%        | 4%        | 3.14        | -0.35  |
|   |                    | Spring             | 28        | 36%        | 18%              | 36%        | 11%       | 2.79        |        |
|   | Harvest Network    | Fall               | 6         | 100%       | 0%               | 0%         | 0%        | 4.00        | -0.17  |
|   |                    | Spring             | 6         | 83%        | 17%              | 0%         | 0%        | 3.83        |        |
|   | <b>All schools</b> | <b>Fall 2019</b>   | <b>34</b> | <b>56%</b> | <b>21%</b>       | <b>21%</b> | <b>3%</b> | <b>3.29</b> | -0.32  |
|   |                    | <b>Spring 2020</b> | <b>34</b> | <b>44%</b> | <b>18%</b>       | <b>29%</b> | <b>9%</b> | <b>2.97</b> |        |
| The student is cooperative in a group setting   | Ascension          | Fall               | 29        | 41%        | 41%              | 17%        | 0%        | 3.24        | -0.17  |
|   |                    | Spring             | 29        | 38%        | 31%              | 31%        | 0%        | 3.07        |        |
|   | Harvest Network    | Fall               | 6         | 83%        | 17%              | 0%         | 0%        | 3.83        | +0.0   |
|   |                    | Spring             | 6         | 83%        | 17%              | 0%         | 0%        | 3.83        |        |
|   | <b>All schools</b> | <b>Fall 2019</b>   | <b>35</b> | <b>49%</b> | <b>37%</b>       | <b>14%</b> | <b>0%</b> | <b>3.34</b> | -0.14  |
|   |                    | <b>Spring 2020</b> | <b>35</b> | <b>46%</b> | <b>29%</b>       | <b>26%</b> | <b>0%</b> | <b>3.20</b> |        |

## 2. MacPhail Teaching Artists' progress report results (continued)

| Behavior   |                    |                    | N         | Always     | Most of the time | Sometimes  | Never     | Mean        | Change       |
|--|--------------------|--------------------|-----------|------------|------------------|------------|-----------|-------------|--------------|
| The student follows directions in the lesson                 | Ascension          | Fall               | 29        | 41%        | 41%              | 17%        | 0%        | 3.24        | -0.14        |
|  |                    | Spring             | 29        | 38%        | 35%              | 28%        | 0%        | 3.10        |              |
|  | Harvest Network    | Fall               | 6         | 67%        | 33%              | 0%         | 0%        | 3.67        | +0.0         |
|  |                    | Spring             | 6         | 67%        | 33%              | 0%         | 0%        | 3.67        |              |
|  | <b>All schools</b> | <b>Fall 2019</b>   | <b>35</b> | <b>49%</b> | <b>37%</b>       | <b>14%</b> | <b>0%</b> | <b>3.31</b> | <b>-0.11</b> |
|  |                    | <b>Spring 2020</b> | <b>35</b> | <b>46%</b> | <b>29%</b>       | <b>26%</b> | <b>0%</b> | <b>3.20</b> |              |
| The student demonstrates eagerness to learn                  | Ascension          | Fall               | 29        | 69%        | 24%              | 7%         | 0%        | 3.62        | -0.41        |
|  |                    | Spring             | 29        | 35%        | 52%              | 14%        | 0%        | 3.21        |              |
|  | Harvest Network    | Fall               | 6         | 100%       | 0%               | 0%         | 0%        | 4.00        | +0.0         |
|  |                    | Spring             | 6         | 100%       | 0%               | 0%         | 0%        | 4.00        |              |
|  | <b>All schools</b> | <b>Fall 2019</b>   | <b>35</b> | <b>74%</b> | <b>20%</b>       | <b>6%</b>  | <b>0%</b> | <b>3.69</b> | <b>-0.35</b> |
|  |                    | <b>Spring 2020</b> | <b>35</b> | <b>46%</b> | <b>43%</b>       | <b>11%</b> | <b>0%</b> | <b>3.34</b> |              |
| The student has shown consistent musical progress and growth | Ascension          | Fall               | 29        | 59%        | 28%              | 14%        | 0%        | 3.45        | -0.48        |
|  |                    | Spring             | 29        | 24%        | 52%              | 21%        | 3%        | 2.97        |              |
|  | Harvest Network    | Fall               | 5         | 80%        | 20%              | 0%         | 0%        | 3.80        | +0.20        |
|  |                    | Spring             | 5         | 100%       | 0%               | 0%         | 0%        | 4.00        |              |
|  | <b>All schools</b> | <b>Fall 2019</b>   | <b>34</b> | <b>62%</b> | <b>27%</b>       | <b>12%</b> | <b>0%</b> | <b>3.50</b> | <b>-0.38</b> |
|  |                    | <b>Spring 2020</b> | <b>34</b> | <b>35%</b> | <b>44%</b>       | <b>18%</b> | <b>3%</b> | <b>3.12</b> |              |

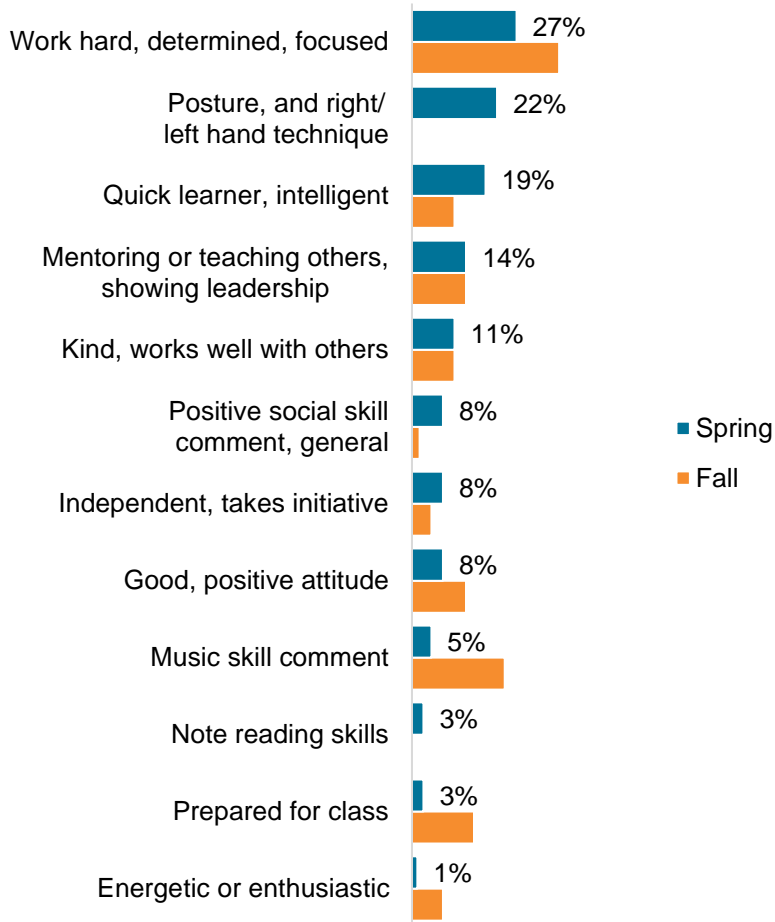
## 2. MacPhail Teaching Artists' progress report results (continued)

| Behavior  |                    |                    | N         | Always     | Most of the time | Sometimes  | Never     | Mean        | Change       |
|---|--------------------|--------------------|-----------|------------|------------------|------------|-----------|-------------|--------------|
| Student demonstrates focus in class                         | Ascension          | Fall               | 29        | 38%        | 48%              | 14%        | 0%        | 3.24        | -0.34        |
|   |                    | Spring             | 29        | 24%        | 41%              | 35%        | 0%        | 2.90        |              |
|   | Harvest Network    | Fall               | 6         | 67%        | 33%              | 0%         | 0%        | 3.67        | +0.0         |
|   |                    | Spring             | 6         | 67%        | 33%              | 0%         | 0%        | 3.67        |              |
|   | <b>All schools</b> | <b>Fall 2019</b>   | <b>35</b> | <b>43%</b> | <b>46%</b>       | <b>11%</b> | <b>0%</b> | <b>3.31</b> | <b>-0.28</b> |
|   |                    | <b>Spring 2020</b> | <b>35</b> | <b>31%</b> | <b>40%</b>       | <b>29%</b> | <b>0%</b> | <b>3.03</b> |              |
| Student persists on tasks even when experiencing difficulty | Ascension          | Fall               | 28        | 71%        | 14%              | 11%        | 4%        | 3.54        | -0.61        |
|   |                    | Spring             | 28        | 32%        | 32%              | 32%        | 4%        | 2.93        |              |
|   | Harvest Network    | Fall               | 6         | 67%        | 33%              | 0%         | 0%        | 3.67        | -0.17        |
|   |                    | Spring             | 6         | 67%        | 17%              | 17%        | 0%        | 3.50        |              |
|   | <b>All schools</b> | <b>Fall 2019</b>   | <b>34</b> | <b>71%</b> | <b>18%</b>       | <b>9%</b>  | <b>3%</b> | <b>3.56</b> | <b>-0.53</b> |
|   |                    | <b>Spring 2020</b> | <b>34</b> | <b>38%</b> | <b>29%</b>       | <b>29%</b> | <b>3%</b> | <b>3.03</b> |              |
| Student demonstrates leadership in class                    | Ascension          | Fall               | 27        | 30%        | 59%              | 11%        | 0%        | 3.19        | -0.45        |
|   |                    | Spring             | 27        | 19%        | 48%              | 22%        | 11%       | 2.74        |              |
|   | Harvest Network    | Fall               | 6         | 100%       | 0%               | 0%         | 0%        | 4.00        | -0.67        |
|   |                    | Spring             | 6         | 50%        | 33%              | 17%        | 0%        | 3.33        |              |
|   | <b>All schools</b> | <b>Fall 2019</b>   | <b>33</b> | <b>42%</b> | <b>49%</b>       | <b>9%</b>  | <b>0%</b> | <b>3.33</b> | <b>-0.48</b> |
|   |                    | <b>Spring 2020</b> | <b>33</b> | <b>24%</b> | <b>46%</b>       | <b>21%</b> | <b>9%</b> | <b>2.85</b> |              |

2. MacPhail Teaching Artists' progress report results (continued)

| Behavior                                  |                 |             | N  | Always | Most of the time | Sometimes | Never | Mean | Change |
|---|-----------------|-------------|----|--------|------------------|-----------|-------|------|--------|
| Student demonstrates independent learning | Ascension       | Fall        | 28 | 57%    | 32%              | 11%       | 0%    | 3.46 | -0.39  |
|   |                 | Spring      | 28 | 43%    | 29%              | 21%       | 7%    | 3.07 |        |
|   | Harvest Network | Fall        | 6  | 83%    | 17%              | 0%        | 0%    | 3.83 | -0.16  |
|   |                 | Spring      | 6  | 67%    | 33%              | 0%        | 0%    | 3.67 |        |
|   | All schools     | Fall 2019   | 34 | 62%    | 29%              | 9%        | 0%    | 3.53 | -0.35  |
|   |                 | Spring 2020 | 34 | 47%    | 29%              | 18%       | 6%    | 3.18 |        |
|   |                 | Spring      | 6  | 67%    | 33%              | 0%        | 0%    | 3.67 |        |

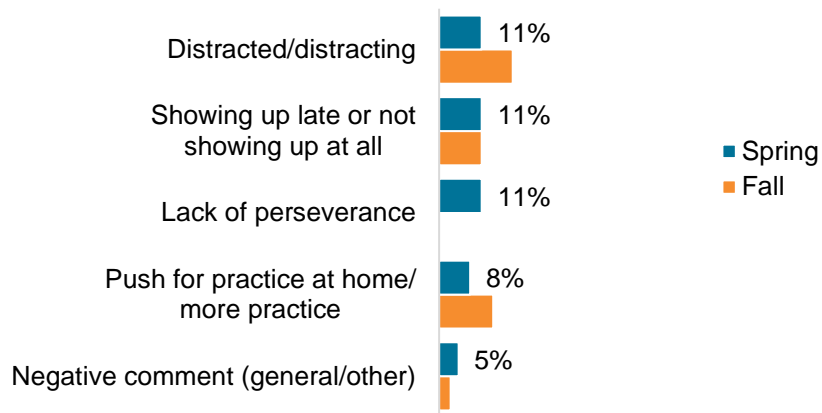
**3. Ascension and Harvest Network spring report Teaching Artist comments, positive comments (n=35)**



Note. Open-ended responses were coded into the above themes.



4. Ascension and Harvest Network spring report Teaching Artist comments, negative comments (n=35)



Note. Open-ended responses were coded into the above themes.

## 5. Parents' and students' report of practice space at home

|  |             | N  | Proportion of parents responding "yes" |
|--|-------------|----|--|
| Do you (Does your child) have a place to practice at home? | All schools | 21 | 100%                                   |

## 6. Parents' report of encouragement for students' music education

|  |             | N  | Proportion of parents responding "yes" |
|--|-------------|----|--|
| Do you encourage your child to practice at home? | All schools | 21 | 100%                                   |

## 7. Parents' report of their involvement in students' music education

|  |             | N  | Yes (3) | Sometimes (2) | No (1) | Mean |
|--|-------------|----|---------|---------------|--------|------|
| Do you or another adult from home attend your child's music performances?              | All schools | 22 | 91%     | 9%            | 0%     | 2.9  |
| Do you read the yearly progress reports about your child's performance in music class? | All schools | 22 | 59%     | 27%           | 14%    | 2.5  |
| Do you read your child's weekly music assignment sheets?                               | All schools | 21 | 57%     | 24%           | 19%    | 2.4  |

## 8. Attendance data

|           |        | N  | Average percentage of lessons attended |
|-----------|--------|----|--|
| Ascension | Fall   | 53 | 78%                                    |
|           | Spring | 53 | 74%                                    |
| Harvest   | Fall   | 6  | 78%                                    |
|           | Spring | 6  | 83%                                    |

Note: Because of data availability, Ascension attendance data is taken from program records and Harvest attendance data is taken from progress reports.

### 9. Parents' desire for student to continue in the MacPhail music program next year

|  |             | <b>N</b> | <b>Yes<br/>(3)</b> | <b>Maybe<br/>(2)</b> | <b>No<br/>(1)</b> |
|--|-------------|----------|--------------------|----------------------|-------------------|
| Would you like your child to continue with the MacPhail music program next year? | All schools | 23       | 96%                | 4%                   | 0%                |

### 10. Parents' desire for other instrument options

|  |             | <b>N</b> | <b>Yes<br/>(3)</b> | <b>Maybe<br/>(2)</b> | <b>No<br/>(1)</b> |
|--|-------------|----------|--------------------|----------------------|-------------------|
| Are there other instruments you would like MacPhail to offer in its School Partnerships Program? | All schools | 23       | 57%                | 26%                  | 17%               |

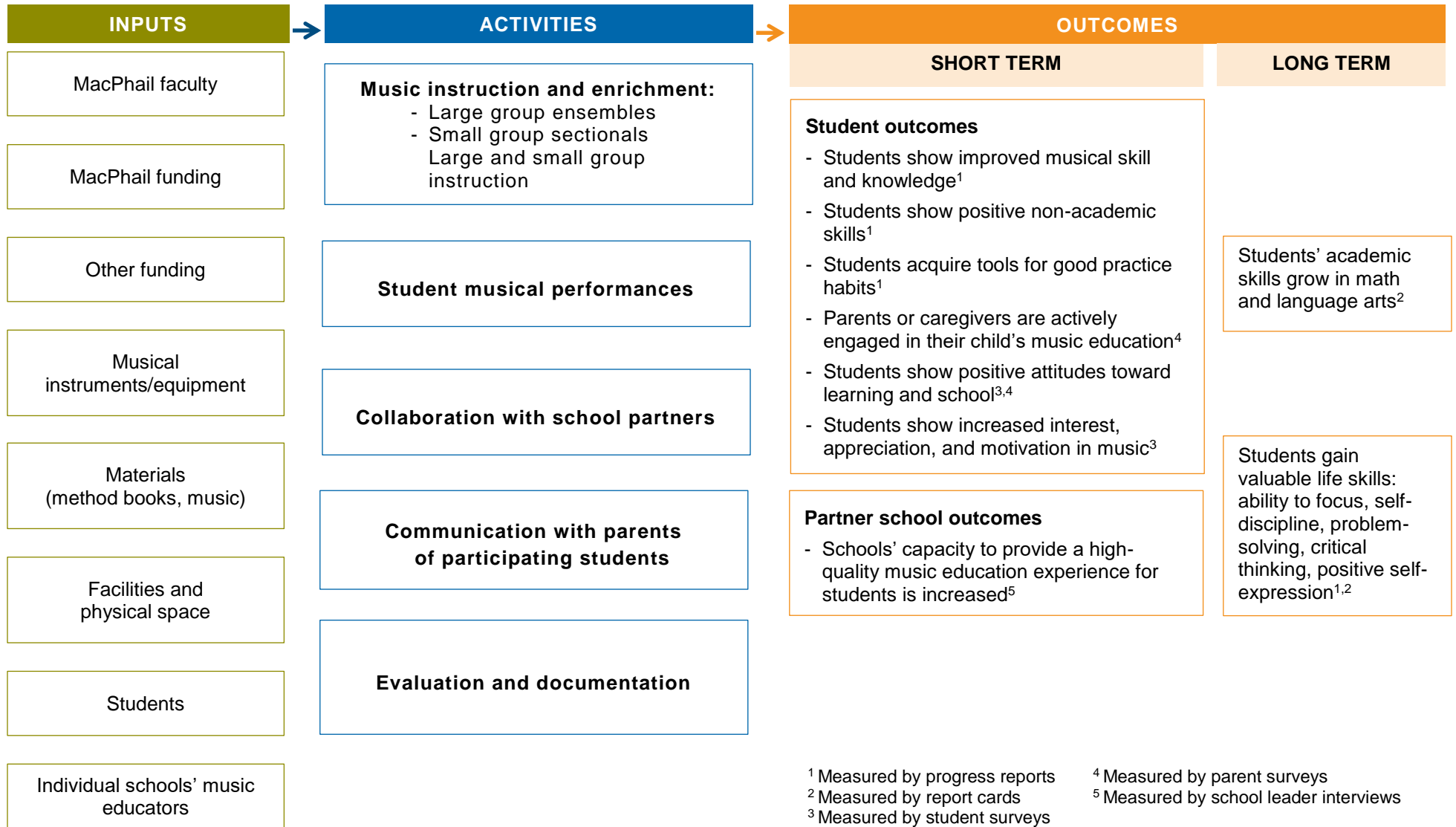
### 11. Transition to online learning; parent perspective

|  |           | <b>N</b> | <b>Strongly agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|--|-----------|----------|-----------------------|--------------|-----------------|--------------------------|
| The transition to online music lessons was smooth.   | Ascension | 20       | 5%                    | 50%          | 40%             | 5%                       |
| My family has access to the necessary technology to do online music lessons.               | Ascension | 20       | 45%                   | 45%          | 10%             | 0%                       |
| Adults in my household have the time available to help my child with online music lessons. | Ascension | 20       | 15%                   | 65%          | 20%             | 0%                       |
| MacPhail provided support in transitioning my family to online music lessons.              | Ascension | 15       | 13%                   | 40%          | 40%             | 7%                       |

Note: parents were given an option to select "not applicable" when asked if MacPhail provided support in transitioning their families to online music lessons.

# MacPhail Intensive Strings Program Logic Model

**Overview:** The MacPhail Intensive Strings Program was established to create a complete music education experience to support every student's highest level of artistic and academic achievement. The program works closely with school community partners to ensure that students receive high quality, intensive, and specialized music education and instruction beyond general music education.



<sup>1</sup> Measured by progress reports

<sup>4</sup> Measured by parent surveys

<sup>2</sup> Measured by report cards

<sup>5</sup> Measured by school leader interviews

<sup>3</sup> Measured by student surveys

# Evaluation tools

## MacPhail Center for Music Intensive Strings Program – Parent Survey

Dear Parent/Guardian,

We hope that your child's involvement in the MacPhail Intensive Strings Program has been rewarding. In order to better serve your child and make improvements to our program, we would appreciate your feedback on your child's experience. Thank you.

Student's name (optional): \_\_\_\_\_ Student's grade: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

School: <sup>1</sup> Ascension Catholic School      <sup>2</sup> Harvest Network of Schools

What musical instrument does your child play?

<sup>1</sup> Violin      <sup>2</sup> Viola      <sup>3</sup> Cello

|  | Yes                                   | No                                    |
|--|---------------------------------------|---------------------------------------|
| 1. Does your child have a place to practice at home? | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> |
| 2. Do you encourage your child to practice at home?  | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> |

| Please indicate how much you agree or disagree with the following statements.                 | Strongly agree                        | Agree                                 | Disagree                              | Strongly disagree                     | Not applicable                         |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--|
| 3. The transition to online music lessons was smooth.   | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> |  |
| 4. My family has access to the necessary technology to do online music lessons.               | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> |  |
| 5. Adults in my household have the time available to help my child with online music lessons. | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> |  |
| 6. MacPhail provided support in transitioning my family to online music lessons.              | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>-3</sup> |

7. Please describe your experience with transitioning to online music lessons:

\_\_\_\_\_

\_\_\_\_\_

|   | Yes                                   | Sometimes                             | No                                    |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| 8. Do you or another adult from home attend your child's music performances?              | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> |
| 9. Do you read the yearly progress reports about your child's performance in music class? | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> |
| 10. Do you read your child's weekly music assignment sheets?                              | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> |

11. What is the best way for MacPhail staff to contact you with information about your child?

- Phone: \_\_\_\_\_
- Email: \_\_\_\_\_
- Something else, please describe: \_\_\_\_\_

| Has participation in the MacPhail music program helped to improve your child's... | Yes, a lot                            | Yes, a little                         | No                                    | Don't Know                            |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 12. Attitude towards school?  | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>8</sup> |
| 13. Ability to focus on a task?   | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>8</sup> |
| 14. Math skills?  | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>8</sup> |
| 15. Literacy skills?  | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>8</sup> |
| 16. Other academic skills?  | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>8</sup> |

17. Would you like your child to continue with the MacPhail music program next year?

<sup>1</sup> Yes      <sup>2</sup> Maybe      <sup>3</sup> No

18. Are there other instruments you would like MacPhail to offer in its School Partnerships program?

<sup>1</sup> Yes, please list: \_\_\_\_\_ <sup>2</sup> Maybe      <sup>3</sup> No

19. Would you be willing to participate in a 30-minute follow-up interview about the impact of Intensive Strings on your child?

<sup>1</sup> Yes      <sup>2</sup> Maybe      <sup>3</sup> No

20. Please add any additional comments or concerns you have about the MacPhail music program.

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*Thank you!*

# MacPhail

## CENTER FOR MUSIC

School Partnerships Progress Report | Completed by Music Instructor

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

MacPhail Instructor(s): \_\_\_\_\_

School: <sup>1</sup> Ascension School <sup>2</sup> Harvest Network of Schools

Student studies:  
<sup>1</sup> Violin <sup>2</sup> Viola <sup>3</sup> Cello

Student's year in MacPhail program:  
<sup>1</sup> One <sup>2</sup> Two <sup>3</sup> Three <sup>4</sup> Four <sup>5</sup> Five <sup>6</sup> Six

Attendance:  
 Student attended \_\_\_\_\_ out of \_\_\_\_\_ classes during the \_\_\_\_\_ session.

| Please rate the student's preparation for and behavior during class.                          | Always                                | Most of the time                      | Sometimes                             | Never                                 | Not applicable                        |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1. Student brings all required materials (method book, instrument, etc.) to the group lesson. | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
| 2. Student prepares assigned music in home practice.  | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
| 3. Student is cooperative in a group setting.   | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
| 4. Student follows directions in the lesson.  | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
| 5. Student demonstrates eagerness to learn.   | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
| 6. Student demonstrates focus in class.   | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
| 7. Student has shown consistent musical progress and growth.<br>Comment:                      | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
|   |                                       |                                       |                                       |                                       |                                       |
| 8. Student persists on tasks even when experiencing difficulty.                               | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
| 9. Student demonstrates leadership in class.  | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |
| 10. Student demonstrates independent learning.  | <input type="checkbox"/> <sup>4</sup> | <input type="checkbox"/> <sup>3</sup> | <input type="checkbox"/> <sup>2</sup> | <input type="checkbox"/> <sup>1</sup> | <input type="checkbox"/> <sup>9</sup> |

Additional teacher comments:

## MacPhail Intensive Strings – Parent Interview

Thank you for taking the time to do this interview with us. For extra background, Wilder Research is partnering with MacPhail to talk to parents about their experiences with the Intensive Strings program. We are interested in learning from music parents about the current benefits and challenges of the program and ideas for improvement. This will help MacPhail as they work to improve the program for your child and other children in the future.

This interview should take about 15-30 minutes, depending on how much you have to share. It is voluntary and confidential. Your responses will be aggregated with others we talk to and no identifiable information will be included in our final report; we'll just be sharing some high-level themes and quotations from interviews, but we'll make sure that all quotations are de-identified and can't be tied back to those we interview. There are no right or wrong answers. We want to hear your honest opinions and thoughts. As a thank you for your time, we will send you a \$15 Target eCard.

Any questions before we get started?

Are you comfortable with being recorded for this conversation? It is just for taking notes and will be deleted after notes are cleaned.

1. Icebreaker: Tell me about your child's involvement with Intensive Strings. (what school do they go to, what instrument do they play, how long have they been in)
2. Why do you think your child was interested in being a part of Intensive Strings?
3. What do you think are the overall benefits of Intensive Strings for your child?
4. Have you seen any changes in your child's musical interest and skills?
  - a. [If yes] Please describe those changes.
5. Have you seen any changes in your child's academic skills and abilities?
  - a. [If yes] Please describe those changes.
6. Have you seen any other changes in your child, outside of their musical or academic skills?
  - a. [If yes] Please describe those changes.
7. Is it easy for your family to participate in the Intensive Strings program? Please describe any barriers or challenges your family has experienced with your child's participation.
8. When schools moved to distance learning because of Covid-19, did you continue with online lessons with Intensive Strings?



- a. [If yes] How did the transition from in-person to online lessons go? [PROBE: What went well? What was challenging?]
9. What's one suggestion you would have for MacPhail to improve the Intensive Strings program?
10. Outside of MacPhail and Intensive Strings, what other musical education experiences has your child had?
  - a. Do you believe your child would have access to music education without Intensive Strings? Why or why not?
11. What, if any, additional resources would you like MacPhail to provide to parents involved with the Intensive Strings program?
12. Do you have any other thoughts or feedback about the Intensive Strings program?

Email address so we can send the \$15 Target eCard:

Thank you for your time today!

## Acknowledgements

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Mandi Ward

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