

American Rescue Plan Act (ARPA) Nevada County

COMMUNITY RESILIENCY GRANTS PROGRAM GRANTEE REPORT GRANT RECIPIENT: MUSIC IN THE MOUNTAINS

Operational Priority: 1: Essential
 2: High-Impact
 3: Nice to Have

Timing Priority: 1: Urgent
 2: 6 months – 1 year
 3: 1 – 2 years
 4: Long-term

Total Project Budget: \$75,000 ARPA Funding Request: \$75,000

Yes No Is there FEMA, State or other Direct or Grant Funding available? If Yes, please Specify below

Other Funding Source: _____ Other Source Amount: _____
Other Funding Source: _____ Other Source Amount: _____

OTHER FUNDING INFORMATION

N/A

PROJECT DESCRIPTION

The "Community Benefit Grants Program" will support community-serving institutions and organizations with macro-grants up to \$100,000. Entities that serve families, seniors, or the community at large would be eligible to apply.

Music in the Mountains Community Resiliency Grant General Purpose, Focus, and Outcomes Report

- Mitigate financial hardship, such as declines in revenues due impacts of periods of business closures, and/or suspended business activities such as revenue generating fund raisers due to social distancing requirements or other public health orders;
- Support for normal operating costs, including payroll and benefit costs, costs to retain employees, mortgage, rent, or utilities costs, and other operating costs;
- Support for programmatic services that assist in addressing the economic hardship experienced by the Grant Recipient and/or the negative economic impacts experienced by its customers; and
- Implementation of COVID-19 prevention or mitigation tactics, such as physical plant changes to enable social distancing, enhanced cleaning efforts, barriers, or partitions, etc.

To fund the "Building Resilient Youth through Music Education" program, which includes two in-school and two after-school music education programs over two school years for K-12 students

NEXUS TO ARPA GUIDELINES

ARPA Reporting Category (from US Treasury Reporting Guidance, Appendix 1 – see pages 3-5 below):

- 1 – Public Health
- 2 – Negative Economic Impacts
- 3 – Public Health – Negative Impact: Public Sector Capacity
- 5 – Infrastructure

6 – Provision of Government Services (Revenue Replacement) 7 – Administrative

Sub-Category (from US Treasury Reporting Guidance, Appendix 1 – see pages 3-5 below):

Please provide one Sub-Category designation: 34

This grant is intended to support organizations and institutions that provide services/ programs for the community. Locally, these entities tend to be nonprofits though some are also for-profit businesses. ARPA funds may be used to assist small businesses and nonprofits as they respond to the negative impacts of the pandemic and/or rebound from the downturn.

NEXUS TO BOARD OBJECTIVES & COUNTY PRIORITIES / COMMUNITY IMPACT

Board Objectives (select any that apply)

Fiscal Stability/Core Svcs. Emergency Prep. Economic Dev Broadband
 Cannabis Housing Homelessness Recreation

County Priorities (select any that apply)

Costs related to COVID-19 response Encourage economic recovery Provide long-term benefits to County

This project intersects with the Board's Economic Development Objective. Our small businesses and nonprofits have been hard hit by the pandemic and need resources to resume operations to pre-pandemic levels.

OPERATIONAL IMPACT

Will the funds be used to pay for a direct county cost or cost incurred by others? County Cost Other Cost

PROJECT TIMELINE / READINESS

Grant award agreement executed:	01/26/2022
First quarter report received:	04/10/2022
Second quarter report received:	07/13/2022
Third quarter report received:	10/10/2022
Project Completed:	

BUDGET DETAIL

In what SBU/Office 2/Account(s) will ARPA-funded project activity be incurred?

SBU	Ofc2	Account	Amount	Description
10902	272	532205	\$75,000	Community Benefits Grant Program
Total			\$75,000	<i>Note: Total should match ARPA Funding Request amount</i>

EXPENDITURE TRACKING/REPORTING

Total expenditures as of 6/30/2022: \$33,750.00

Narrative Report:

<p>First Quarter Report</p>	<p>April 2022</p>	<p>During the 2021-2022 schoolyear, MIM supported parents, teachers & schools with in-school & after school programs. Plans were made flexible as all programs had to adapt to changing circumstances during the pandemic, including but not limited to, adapting safety protocols as needed and postponing classes/rehearsals when COVID rates were unreasonably high. Offering adaptable programming, rather than canceling it, promoted and modeled resiliency. These programs address educational disparities that rural and low-income children face, namely the lack of regular and robust music education. A discrepancy the pandemic made worse. This learning took place in rural and QCT areas, where children are at risk of experiencing the most significant COVID impacts.</p> <p>At the beginning of the year, we planned to launch a pilot program of Music for Young Minds in 3-5 classrooms; however, the program was so popular (and with the help of these funds), MIM was able to teach it in 10 classes in the fall semester, and it is currently being taught in 22 classrooms this spring. Six schools are being served. It is also reaching homeschool children who attend Forest Charter School. Our youth orchestra and young musicians' competition programs were also held this school year. The youth orchestra reaches fewer students, but those students receive weekly music instrument instruction, which has been shown to increase math and language skills and scores among students. While maintaining strict safety protocols, the youth orchestra held an annual concert and an open rehearsal during the 2021-22 school year and plans to hold a final concert of this school year May 16, 2022. Approximately 650 Nevada County residents have benefited from these programs, including at least 500 direct beneficiaries.</p>
<p>Second Quarter Report</p>	<p>July 2022</p>	<p>During the 2021-2022 schoolyear, MIM supported parents, teachers & schools with in-school & after school programs. Plans were made flexible as all programs had to adapt to changing circumstances during the pandemic, including but not limited to, adapting safety protocols as needed and postponing classes/rehearsals when COVID rates were unreasonably high. Offering adaptable programming, rather than canceling it, promoted and modeled resiliency. These programs address educational disparities that rural and low-income children face, namely the lack of regular and robust music education. A discrepancy the pandemic made worse. This learning took place in rural and QCT areas, where children are at risk of experiencing the most significant COVID impacts.</p> <p>At the beginning of the year, we planned to launch a pilot program of Music for Young Minds in 3-5 classrooms; however, the program was so popular (and with the help of these funds), MIM was able to teach it in 10 classes in the fall semester, and it is currently being taught in 22 classrooms this spring. Six schools are being served. It is</p>

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<p>Third Quarter Report</p>	<p>October 2022</p>	<p>In-school program: Since MIM received funding for the Building Resilient Youth through Music Education program, it has been able to significantly expand the program. In the fall of 2021, we estimated being able to serve 10 classrooms with the Music for Young Minds program in the 2021-22 school year. Instead, schools were so excited when they learned about the program that it was taught in 5 schools and 32 classrooms. During the two years the program has been offered, Shannon Devir, the lead teacher, developed the Carnegie curriculum into our Music for Young Minds program. She tailored the curriculum to our students.</p> <p>For the 2022-23 school year, there was so much demand that we have added another teacher, long-time local resident and elementary school teacher, Kimberly Ewing. We already have 54 classrooms signed-up with approximately half currently experiencing the program, and we are working to develop resources to add more.</p> <p>The program connects students to diverse musical communities as they build fundamental music skills through listening, singing, and moving to songs from all over the world. Each program is 12-weeks long; contains 3 units, each devoted to a different genre; and culminates in an interactive concert.</p> <p>This program impacts our students by offering music learning they otherwise would not be able to participate in, and it opens up for them the world of music, genres & culture. Most of them hear and learn languages other than English for the first time with this program. They see and experience the cultural and artistic diversity the world offers, which is often not an experience rural children can access. Because this program has been so successful, we diverted resources from the Chevalier Project to this program instead, and plan to launch a 4 - 5th grade program in the fall of 2023.</p> <p>Because of this program, approximately 1500 K-3 grade children have received a music education. Additionally, we have used the ARPA funds to leverage more resources. Not only have schools been able to contribute to the cost of this program, which has enabled us to offer</p>

	<p>more classes, but MIM is a California Arts Council grantee in 2023-2024, which will help sustain this program through 2024.</p> <p>A teacher at Forest Charter, who used this program in two classes last year, commented that “this has been the most fun I have had teaching since I began 12 years ago.” Students say that music is their favorite part of the day and look forward to music class every week. Teachers tell us MFYM is the only subject the students give their full attention to and wish that music was all year long, not just for 12 weeks.</p> <p>After school programs: After COVID forced the MIM Youth Orchestra to cease in-person rehearsals for over a year, the 22021-22 school year was one for re-building. With the support of these funds, not only is the program growing, but seven local schools have asked MIM to start after school instrument instruction programs this school year. Five classes are scheduled to begin later this month. If they reach capacity, upto 50 students will begin learning either a string or wind instrument.</p> <p>In total, approximately 2000 students have benefited, or currently are benefiting from programs MIM has been able to offer, in part, due this grant.</p>
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PROJECT POINT OF CONTACT

Name and title: Ariel Lovett, Projects Administrator, CEO's Office

FOR CEO OFFICE ONLY:

Expense Item No:	ECON01.09
Final ARPA Category:	2.34
Approved:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No