

MacPhail Center for Music Intensive Strings Program

2020-21 Evaluation Results

Authors: Emma Connell and Julia Miller



451 Lexington Parkway North | Saint Paul, Minnesota 55104
651-280-2700 | www.wilderresearch.org

N O V E M B E R 2 0 2 1

**Wilder
Research**

Information. Insight. Impact.

Key findings

This report provides information about the outcomes and implementation of the MacPhail Intensive Strings Program, which was implemented at Ascension Catholic School in the 2020-21 school year. Results from an evaluation of the MacPhail Northside Youth Orchestra for the 2020-21 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 agreed with the statements 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.

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 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. 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 note reading. They also discussed how their children's interest in music had grown because of participation in the program.

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

- Parents discussed how the MacPhail Intensive Strings program provides access to music education that is exciting and engaging for their children, and noted that other musical opportunities their children had experienced were not as engaging.

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 offered few suggestions for program improvement. Their suggestions included allowing students to keep their instruments over the summer, providing online lessons more frequently, and informing parents of other low-cost music opportunities for their children through MacPhail.

Contents

Program overview	1
Scholarships	2
Program changes in response to the COVID-19 pandemic	2
Evaluation	3
Outcome evaluation key questions	3
Implementation evaluation key questions.....	3
Evaluation questions related to the COVID-19 pandemic.....	3
Methodology.....	4
Outcome methods	4
Implementation methods.....	4
Evaluation method changes in response to the COVID-19 pandemic.....	5
Results.....	6
Outcomes	6
Implementation	8
Issues to consider	9
Appendix.....	11
A. Figures.....	11
B. MacPhail Intensive Strings Program Logic Model	14
C. Evaluation tools.....	15

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 2020-21 school year, this was the Ascension Afterschool 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.

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, and all instruction is delivered by MacPhail Teaching Artists. A team of teachers works 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. Fifteen Ascension students completed the program in the 2020-21 school year.

Scholarships

Roderick Cox Music Initiative Scholarship

The Roderick Cox Music Initiative (RCMI) 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 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 2020-21 school year, one student from the Intensive Strings Program was awarded the RCMI Scholarship.

Program changes in response to the COVID-19 pandemic

The Intensive Strings program transitioned to online learning in March 2020 and continued to provide online instruction through the 2020-21 school year. Teaching Artists from the MacPhail Center for Music used 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 documents with activity instructions. Individual breakout rooms were used to allow students to see and engage with each other. Additionally, students had an opportunity to gather in-person for group lessons once per week in the spring semester. The MacPhail Center for Music plans to shift the program back to in-person lessons in the 2021-22 school year.

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 students and their families during the shift to remote learning?
- How well did students adjust to online lessons?

This report describes the methodology and findings of the evaluation.

Methodology

In the 2020-21 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.

Outcome methods

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. Five 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. Two 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 2020 and spring 2021 semesters. Of the participating students, progress reports from both fall 2020 and spring 2021 were available for nine students in total (60% of students). These reports were matched to one another for analysis, allowing for comparisons across fall and spring semesters.

Implementation methods

Program records and lesson progress report: MacPhail worked together with Ascension 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. Individual students were given an option to complete standardized tests in the 2020-21 school year; because of this, we chose to exclude these data from the evaluation in this school year.

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, it appears that the Intensive Strings Program was implemented successfully during the 2020-21 school year, though it faced challenges as it continued to operate in the midst of the COVID-19 pandemic.

Students also showed positive social and emotional learning skills. The MacPhail Teaching Artists 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. The move to online learning presented many challenges in collecting data this year, resulting in a small number of responses. Results should be interpreted with caution.

Outcomes

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

Most parents 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 attitude toward school, with all parents reporting that participation improved this skill "a lot."

Students show positive non-academic skills

According to the MacPhail Teaching Artists, students frequently came prepared to lessons. In spring 2021, Teaching Artists reported that all students were prepared with the materials they needed for sessions, followed directions in class, demonstrated eagerness to learn, and persisted on tasks even when experiencing difficulty "always" or "most of the time" (Figure 2). The majority of students were reported to be cooperative in a group setting and to demonstrate focus, leadership, and independent learning in class "always" or "most of the time."

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

Students make progress in their musical skills

MacPhail evaluated students on a variety of measures, one of which addressed musical progress and growth. All students were reported to have prepared assigned music in home practice “always” or “most of the time,” and most were reported to have shown consistent musical progress and growth (Figure 2).

To learn more about students’ musical growth and growth in social-emotional and executive functioning skills, MacPhail Teaching Artists were asked to provide additional comments on their progress reports. In the fall and spring progress reports, Teaching Artists commonly mentioned students’ progress through their lesson books, improvement in musical skills like note reading, and that one-on-one lessons worked better for many students than the in-person full-group lessons. Some Teaching Artists noted concerns surrounding students’ attendance in lessons and a lack of at-home practice outside of lessons. Comments about attendance issues were more prevalent in spring progress reports.

Parents were also asked in interviews if they saw changes in their child’s musical interests or abilities. They spoke about how they were glad to have their child exposed to new types of music, and one noted that their child’s interest in music had grown since beginning the program.

Parents encourage students to practice at home

Parents were involved in students’ music education. Almost all parents who completed a survey reported that their child has a place to practice at home (Figure 5). All parents indicated that they encourage their child to practice at home (Figure 6). Most parents indicated that someone at home comes to their child’s performances, that they read the yearly progress reports about their child’s performance, and that they read their child’s weekly music assignment sheets (Figure 7).

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

In 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. The parents mentioned previous musical experiences their children had participated in with community organizations and at a previous school. One spoke about how their child was not as interested in music when previously enrolled in a

school band, as he was assigned an instrument instead of being given the chance to choose one for himself. This parent spoke about how their child was much more engaged in MacPhail’s programming because of the choices and support given to him by MacPhail staff.

Implementation

The majority of students attended the program most of the time

The program records show that in 2020-21, 15 students at Ascension completed the program. MacPhail Teaching Artists reported in students’ progress reports how frequently they attended lessons. Students attended an average of 60% of their lessons in the fall and only 27% of their lessons in the spring (Figure 8). This is a decline in attendance from the 2019-20 school year, in which students at Ascension attended an average of 78% of lessons in the fall and 74% of lessons in the spring. However, the 2020-21 school year was the first year in which lessons were held remotely throughout the year; attendance rates in the 2020-21 school year should be assessed in light of the unprecedented situation that students, families, and the program encountered because of the pandemic.

Parents report participation in the program is easy

Parents were asked in a survey to describe their experience with the online music lessons. Overall, parents were positive about the programming MacPhail provided and appreciated the opportunity for their child to continue to stay involved in music.

It was great to have this available for them to continue with their lessons and not fall behind. -Parent

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

All parents reported that they wanted their child to continue with the MacPhail program the following year (Figure 9). In surveys, a couple of parents also indicated that they would like MacPhail to offer different instruments as a part of the program (Figure 10). These parents indicated that they would like MacPhail to offer piano and guitar lessons to students.

In the interviews, parents were asked if participation in the program was easy and if they had any recommendations or suggestions for improvement. They noted that it was very easy for their child to participate in their family, noting that the timing of afterschool lessons worked well for their existing schedule. When asked how the program could improve, one parent discussed how it would be helpful if the program allowed students to keep their instrument over the course of the summer so they could keep practicing; it is not always affordable for families to purchase an instrument for their child to keep, and students’ skills

can regress when they are not able to practice for months. One parent suggested that online lessons be offered more frequently than once a week, and one suggested that MacPhail provide parents with a list of low-cost music programs and lessons they provide, if any.

Students were able to transition to online rehearsals smoothly

Parents were asked questions about their experience with online lessons. All parents reported that they “strongly agree” or “agree” that their family has the necessary technology for online music lessons, that adults in their household have the time available to help their child in online music lessons, and that MacPhail provided support and assistance with the online music lessons when their family needed it (Figure 11).

Teaching Artists were asked to comment in the progress reports about how well students were able to utilize online lessons. Most students were reported to have been able to transition to online lessons well, which not only included an understanding of how to use the technology, but also to demonstrate focus in lessons and work with a Teaching Artist virtually and in a one-on-one format. Some students struggled with online lessons, however. Most of these students had internet connectivity issues, and some found it difficult to pay attention to lessons with the distractions of being at home.

Issues to consider

The data indicate that participants are doing well in the music program. Despite the difficulties of another year of virtual and hybrid schooling, students made progress on their instruments and demonstrated executive functioning skills as they focused in lessons, practiced their instruments, and otherwise demonstrated commitment in a challenging environment. We understand that MacPhail plans to transition back to in-person lessons in the 2021-22 school year; we offer the following issues to consider with that in mind.

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.

- Consider advocating on behalf of students and families with poor internet access at the state legislature; access to high-quality internet is unaffordable for many families. Teaching Artists noted several students had poor internet connectivity, which hampered their ability to learn from online lessons.
- Consider ways to improve lesson attendance; in the spring semester, students attended only 27% of their lessons, on average. Attendance rates may go back to normal as in-person lessons resume; MacPhail staff should continue to monitor attendance and determine ways to intervene if it appears that students are missing many lessons still.

- Continue to provide technical support to families if the program continues virtual lessons in some capacity; parents were positive about the level of support MacPhail offered as families transitioned to online learning through the program.
- Consider ways for more students to be involved in the program; the 2020-21 school year saw lower enrollment in the program. Participation levels may return to normal naturally as in-person lessons resume, however.
- Consider offering one-on-one lessons for students outside of group lessons; many students were reported to have done better in one-on-one vs. group lessons in their progress reports.

Consider allowing students to keep their instruments over the summer, providing online lessons more frequently, and informing parents of other low-cost music opportunities for their children through MacPhail; some parents suggested these areas for improvement.

Appendix

A. Figures

A1. Parents' report of academic skills

Has participation in the MacPhail music program helped your child improve his/her...	N	Yes, a lot	Yes, a little	No	Don't know
Math skills?	5	4/5	0/5	0/5	1/5
Literacy skills?	5	4/5	1/5	0/5	0/5
Attitude towards school?	5	5/5	0/5	0/5	0/5
Ability to focus on a task?	5	4/5	1/5	0/5	0/5
Other academic skills?	5	3/5	2/5	0/5	0/5

A2. MacPhail Teaching Artists' progress report results

Behavior		N	Always (4)	Most of the time (3)	Sometimes (2)	Never (1)	Mean	Change
The student brings all required materials (method book, instrument, etc.) to the group lesson	Fall	9	9/9	0/9	0/9	0/9	4.00	-0.11
	Spring	9	8/9	1/9	0/9	0/9	3.89	
The student prepares assigned music in home practice	Fall	9	2/9	7/9	0/9	0/9	3.22	-0.33
	Spring	9	2/9	4/9	3/9	0/9	2.89	
The student is cooperative in a group setting	Fall	8	5/8	2/8	1/8	0/8	3.50	+0.13
	Spring	8	6/8	1/8	1/8	0/8	3.63	
The student follows directions in the lesson	Fall	9	9/9	0/9	0/9	0/9	4.00	+0.0
	Spring	9	9/9	0/9	0/9	0/9	4.00	
The student demonstrates eagerness to learn	Fall	9	9/9	0/9	0/9	0/9	4.00	-0.33
	Spring	9	6/9	3/9	0/9	0/9	3.67	
The student has shown consistent musical progress and growth	Fall	9	5/9	4/9	0/9	0/9	3.56	+0.0
	Spring	9	7/9	0/9	2/9	0/9	3.56	
Student demonstrates focus in class	Fall	9	9/9	0/9	0/9	0/9	4.00	-0.33
	Spring	9	7/9	1/9	1/9	0/9	3.67	
Student persists on tasks even when experiencing difficulty	Fall	9	9/9	0/9	0/9	0/9	4.00	-0.22
	Spring	9	7/9	2/9	0/9	0/9	3.78	
Student demonstrates leadership in class	Fall	6	3/6	3/6	0/6	0/6	3.50	+0.17
	Spring	6	5/6	0/6	1/6	0/6	3.67	
Student demonstrates independent learning	Fall	9	6/9	3/9	0/9	0/9	3.67	-0.11
	Spring	9	7/9	0/9	2/9	0/9	3.56	

A5. Parents' and students' report of practice space at home

	N	Proportion of parents responding "yes"
Does your child have a place to practice at home?	5	4/5

A6. Parents' report of encouragement for students' music education

	N	Proportion of parents responding "yes"
Do you encourage your child to practice at home?	5	5/5

A7. Parents' report of their involvement in students' music education

	N	Yes (3)	Sometimes (2)	No (1)
Do you or another adult from home attend your child's music performances?	5	4/5	0/5	1/5
Do you read the yearly progress reports about your child's performance in music class?	5	4/5	1/5	0/5
Do you read your child's weekly music assignment sheets?	5	2/5	2/5	1/5

A8. Attendance data

	N	Average percentage of lessons attended
Fall	9	60%
Spring	9	27%

A9. Parents' desire for student to continue in the MacPhail music program next year

	N	Yes	Maybe	No
Would you like your child to continue with the MacPhail music program next year?	5	5/5	0/5	0/5

A10. Parents' desire for other instrument options

	N	Yes	Maybe	No
Are there other instruments you would like MacPhail to offer in its School Partnerships Program?	5	2/5	2/5	1/5

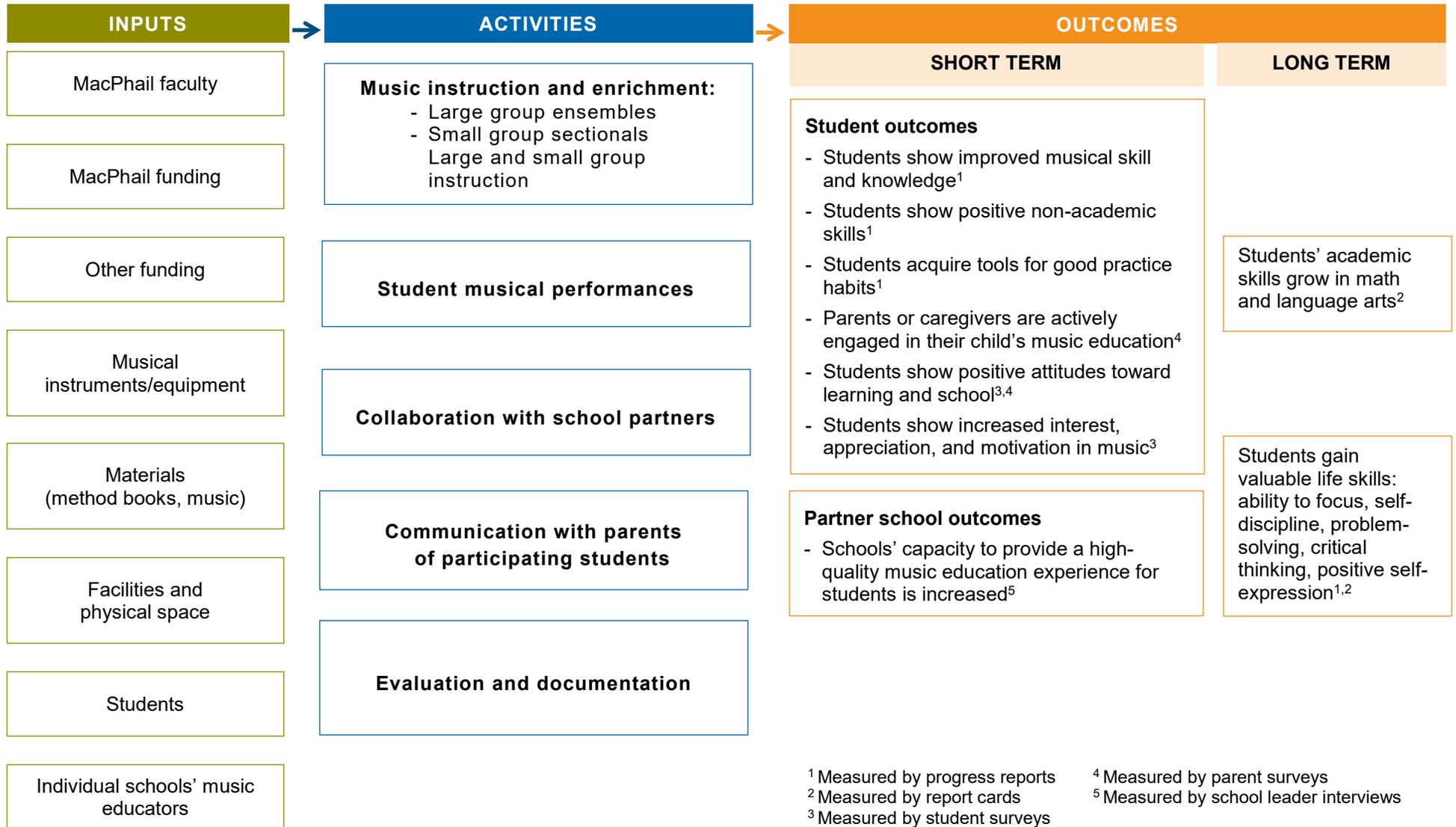
A11. Transition to online learning; parent perspective

	N	Strongly agree	Agree	Disagree	Strongly disagree
My family has access to the necessary technology to do online music lessons.	5	2/5	3/5	0/5	0/5
Adults in my household have the time available to help my child with online music lessons.	5	1/5	4/5	0/5	0/5
MacPhail provided support and assistance with the online music lessons when my family needed it.	5	2/5	3/5	0/5	0/5

Note: Parents were given an option to select "not applicable" when asked if MacPhail provided support and assistance with the online music lessons.

B. 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.



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.

Child name(s) (optional): _____ **Child’s grade:** [drop down list with 3-8 + an “other” option]

Your relationship to the child(ren): _____

What musical instrument does your child play?

¹ Violin ² Viola ³ Cello

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

Please indicate how much you agree or disagree with the following statements.	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
3. My family has access to the necessary technology to do online music lessons.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁻⁸
4. Adults in my household have the time available to help my child with online music lessons.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁻⁸
5. MacPhail provided support and assistance with the online music lessons when my family needed it.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁻⁸

6. Please describe your experience with the online music lessons:

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

10. 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
---------------	------------------	----	---------------

11. Attitude towards school?	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8
12. Ability to focus on a task?	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8
13. Math skills?	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8
14. Literacy skills?	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8
15. Other academic skills?	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 8

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

¹ Yes ² Maybe ³ No, please explain: _____

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

¹ Yes, please list: _____ ² Maybe ³ No

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

Thank you!

MacPhail

CENTER FOR MUSIC

School Partnerships Progress Report | Completed by Music Instructor

Student's name: _____ Grade: _____ Date: _____

MacPhail Instructor(s): _____

School: ¹ Ascension School ² Harvest Best Academy

Student studies:
¹ Violin ² Viola ³ Cello

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

Attendance:
 Student attended _____ out of _____ classes during the _____ session.

Please rate the student's preparation for and behavior during class.	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"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
2. Student prepares assigned music in home practice.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. Student is cooperative in a group setting.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
4. Student follows directions in the lesson.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
5. Student demonstrates eagerness to learn.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. Student demonstrates focus in class.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
7. Student has shown consistent musical progress and growth.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
Comment:					
8. Student persists on tasks even when experiencing difficulty.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
9. Student demonstrates leadership in class.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
10. Student demonstrates independent learning.	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Please comment on the student's ability to participate in the online setting (ex: ability to focus, technical abilities, ability to receive feedback and instruction, etc.)

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 gift card to Amazon, Target, or Walmart.**

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. How was participating in online lessons for your family?

- a. What went well about online lessons?
 - b. What was challenging about online lessons?
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. If the Intensive Strings program weren't available to your family, what opportunities for musical education do you think your child would have access to?
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?

[Gift card info - \$15 gift card to Amazon, Target, or Walmart]

[Let R know they will get it within ~1 week]

Thank you for your time today!

Acknowledgements

The authors would like to thank Anna Ostroushko, Elizabeth Winslow, Amir Cannon, and Roque Diaz from MacPhail Center for Music for all of their work in this evaluation.

We also wish to thank the following staff at Wilder Research who contributed to this evaluation and report:

Anna Alba
Walker Bosch
Rachel Fields
Edith Gozali-Lee
Ryan McArdle

Wilder Research, a division of Amherst H. Wilder Foundation, is a nationally respected nonprofit research and evaluation group. For more than 100 years, Wilder Research has gathered and interpreted facts and trends to help families and communities thrive, get at the core of community concerns, and uncover issues that are overlooked or poorly understood.

451 Lexington Parkway North
Saint Paul, Minnesota 55104
651-280-2700 | www.wilderresearch.org

Wilder Research[®]

Information. Insight. Impact.

