Supplementary Music Education for Columbine Elementary School

2021 Arts Education Project Grant

Parlando School for the Arts

0: 303-442-0006

Travis LaBerge

parlandoboulder@gmail.com
0: 303-442-0006
Application Form

Grant information and confirmation

Si prefiere leer esta información en español, por favor haga clic aquí. Se puede responder a la solicitud en español. Un miembro del personal de la Oficina de Artes y Cultura traducirá sus respuestas para que sean revisadas.

PURPOSE: The Arts Education Project Grant provides opportunities for children in the City of Boulder to have unique experiences with practicing artists, access to tools and techniques, or improved instruction in the creative professions. The goal of the grant is to increase the exposure of students to unique and memorable experiences that may shape their future in cultural participation and creative careers.

In 2021, it is also important to the Boulder Arts Commission that the Cultural Grants Program is responsive to current pressures of the COVID-19 pandemic. There are no questions directly related to the pandemic on the application. However, the Commission asks the community to apply with projects, emphasizing collaborations, that directly address those most impacted by the pandemic. The goal is an equitable distribution of resources throughout the community in a way that supports economic and social recovery.

Total Funds: $30,000

Awards: Approximately 10 awards at $3,000 each

Details: The award amount of $3,000 is a maximum funding guideline. Smaller requests will be accepted.

Cycle: Annual

DEADLINE TO SUBMIT APPLICATION: Monday, April 12 at 11:59 p.m.

TIMELINE

- Monday, April 12 at 11:59 p.m. – Deadline for applications
- April 12 to April 19 – Review by staff for eligibility and revision by applicants if necessary
- April 19 to May 3 – Preliminary review and score by panel (15 days)
- May 3 to 7 – Score processing by staff
- May 7 – Preliminary scores and comments sent to applicants via email
- May 7 to 17 – Applicants prepare and send written responses to the panel’s questions. The written response should be emailed to Lauren Click at clickl@boulderlibrary.org by Monday, April 19, 2021 at 11:59pm.
- May 17 to 21 – Response processing by staff
- May 24 – Responses sent to panel
- May 24 to June 7 – Final review and score by panel (14 days)
- June 7 to 11 – Processing of final scores
- June 11 – Final scores sent to applicants via email
- June 16, 2021 – Arts Commission meeting. Discussion and final decisions on grants
ELIGIBILITY REQUIREMENTS

- **General eligibility.** Meets all general eligibility requirements.
- **Open to educators, administrators, and presenters.** Classroom teachers and school administrators in public schools, private schools, home school associations, and non-traditional classroom settings, as well as artists / individuals / organizations collaborating with schools on programming are eligible.
- **Service area and programming.** Projects must have a demonstrated benefit to school children in the City of Boulder.
- **Timing.** Projects must take place after the grant deadline and end before the end of the 2022 spring semester.

REVIEW PROCESS

- Deliberation. Applications are reviewed by the Boulder Arts Commission grants panel. Final funding decisions are made at public Boulder Arts Commission meetings. See schedule.
- Evaluation of applications. Funding in previous years does not imply continued support. Each application is reviewed anew in the context of current policies and applications. Applicants that have received repeated funding should be aware that the Boulder Arts Commission looks for indication of growth and a fresh approach to their work.
- Evaluation criteria
  - Benefit to students (Maximum 8 points)
  - Complementing curriculum (Maximum 8 points)
  - Proposed outcomes and evaluation strategy (Maximum 8 points)
  - Community Priorities (Maximum 8 points)
  - Cultural equity (Maximum 8 points)
  - Boulder focus (Maximum 4 points)
  - Encouragement points (Maximum 4 points)
- The complete scoring system and rubric for the Arts Education Project Grant can be found here.

APPEALS PROCESS

Written appeals process. The deadline for a written appeal is 14 days after funding decisions has been made by the Boulder Arts Commission. The appeals process can be found on our website.

GRANT AWARDS

- **Notifications and dispersal of funds.** Staff notifies all applicants if their Application has been successful and begins the process of securing supporting information and issuing payment for successful applicants. Grantees must contact the grant coordinator to arrange for payment. Checks are sent by mail or electronically to bank accounts designated by the applicant.
- **Communications.** All official communications and notifications will be made to the named individual applicant or person designated as the organization contact. It is this person’s responsibility to communicate Boulder Arts Commission requirements of the grant award to collaborators or other
participants. This includes, but is not limited to, requirements for compliance with grant agreements, identifying Boulder Arts Commission sponsorship on publicity materials, and reporting.

- **Implementation.** Grantees shall implement programs / projects as outlined in the grant application. Any change to the project, venue, Grantee address, schedule, or staff / team members must be reported to culturegrants@boulderlibrary.org.

- **Award amount.** The Boulder Arts Commission reserves the right to adjust the amount of a grant award offered to an Applicant.

- **PERA impacts.** Retirees affiliated with the Colorado Public Employees Retirement Association (PERA) will be impacted by a withholding requirement enacted by the Colorado State Legislature if awarded an arts grant. Details are available on the PERA website. See "Disclosure of Compensation."

- **Vendor forms.** Grantees must submit a City of Boulder vendor form and current IRS W-9 form in order to receive the grant award. The W-9 must be in the same name as the Grantee named on the grant application. Individual Grantees must also submit an Immigration Status Affidavit and Determination of Independent Contractor / Employee Status for Payment document. Colorado law requires proof of legal residency prior to payment. Applicants will receive the appropriate forms from payments@colorado.gov. Failure to supply a proper W-9 may invalidate the grant award.

- **IRS taxation.** Grant awards are non-transferable, taxable and are reported to the federal government.

- **Agreement.** When a grant award is made by the Boulder Arts Commission, the successful Applicant will be contacted by staff to sign a Grant Letter of Agreement. In that agreement, the Grantee will indicate the completion date of the project and the date a grant report will be submitted.

- **Issuance of funding checks.** Once the agreement is signed, staff of the Office of Arts and Culture will submit it to City Finance along with the invoice. Funds/checks are delivered within the next three weeks. Grants are initially funded at 80 percent of the grant amount awarded. The remaining 20 percent of the grant awarded is paid out upon receipt and Boulder Arts Commission approval of the grant report. Failure to submit a final grant report will result in ineligibility to apply for future grants.

- **Acknowledgment of Boulder Arts Commission funding.** All publicity for Boulder Arts Commission-funded projects must include the following credit line: *This project is funded (or funded in part) by a grant from the Boulder Arts Commission, an agency of the Boulder City Council.* In lieu of the credit line, the Boulder Arts Commission Logo may be used. The Grantee must sign a release form and submit photographs and/or videos of the project that the Office and Arts and Culture may use on its website, social media, printed materials or for any other publicity purpose.

- **Thanking City Council.** It is suggested that all grant recipients write the Boulder City Council members to thank them for supporting the Boulder Arts Commission and the Office of Arts and Culture. Please let them know how this grant will be used, and the difference it will make to your organization. Please also invite them to attend your events and programs. Visit the City Council website page to find out more about contacting City Council members.

**REQUIRED REPORTING**

- **Timeframe for reporting.** The grant report is due one month after the project is completed.

- **Method.** Submit the report through the online system access through the boulderarts.org website. Log in with the same user name and password utilized to submit the application. After logging in, go to the
‘Dashboard’, then you’ll see a ‘Follow Up’ section for the grant. On the far right is the ‘Edit’ button. That will take you to complete the final report.

- **Extension requests for reporting.** If circumstances delay the Grantee’s ability to complete the project and/or the report, the Grantee must notify the Boulder Arts Commission before the original report deadline by submitting an email addressed to the Boulder Arts Commission at culturegrants@boulderlibrary.org with the following information:
  - an update on the project status,
  - a request to change the project completion date, and
  - new report due date.

- **Responsibility.** The Grantee is responsible for submitting a report by the due date. The Boulder Arts Commission recommends reviewing the online report form well in advance. There is no grace period for the report.

- **Consequence of Delinquent Report.** Unless an extension request is approved by the Boulder Arts Commission in advance of the due date, all individuals or organizations / businesses attached as collaborators on the project will no longer be eligible to apply for Boulder Arts Commission grants until the delinquent report has been received.

**Certification**

I certify that I have read the above information and that this project meets the Boulder Arts Commission’s eligibility requirements and, if a funding award is made, will continue to comply with the Boulder Arts Commission’s requirements and meet with guidelines for high artistic quality, community impact, inclusiveness, funding acknowledgment and reporting.

I certify

**Applicant information**

**Discipline**

Select your discipline. If multi-discipline, please check all that apply.

- Music
- Theater

**Tax status**

Cultural organizations/businesses are eligible. Nonprofit status is not required for this category.

- Nonprofit

**For individuals: organizational affiliation**

Even if an organizational affiliation is stated, awards will be made to the individual whose account is associated with this application. If no organization affiliated, please state ‘none’.
**Project information**

**Project title**
Supplementary Music Education for Columbine Elementary School

**Amount requested**
The maximum award amount offered is $3,000.
$3,000.00

**Project summary**
A brief overview of your project. Include how it will connect with or complement the class curriculum, how many students the project will reach, if the project will benefit underrepresented populations, and the benefits that you expect for the students.

Parlando School of Musical Arts’ school outreach program (Music Outreach providing Resources and Education or “MORE for Colorado”) provides supplementary music education for music classrooms throughout Colorado. This past academic year, we provided supplementary music programs to BVSD schools serving low-income families, including Columbine Elementary, Flatirons Elementary, and Foothills Elementary schools. Additionally, we also provided support for Boulder High, Fairview High, and Whittier Elementary Schools in the City of Boulder, as well as several other schools in Boulder County.

Columbine Elementary School serves a student base that is 53.4% Latinx with 59.3% of students receiving free or reduced lunch. Funding secured from this grant would allow Parlando's MORE for Colorado program to provide music instructors to Columbine's music classroom for an average of 2-3 hours/day, 3 days/week, for 35 weeks during the 2021-2022 academic year. Our on-site support is intentionally flexible to best meet the evolving needs of students and teachers and affords the opportunity for Columbine students to receive specialized instruction.

**Project calendar**
Projects must take place after the grant deadline and end before the end of the 2022 spring semester.

This project will take place during the 2021-22 academic year. Roughly from August of 2021 to May of 2022.

**Project location**
Where do your projects take place?

Columbine Elementary School (within BVSD and the City of Boulder)
**Project completion date***
This is the last day of any public event related to the project. Projects must take place after the grant deadline and end before the end of the 2022 spring semester.

05/16/2022

**Date grant report is due***
One month after the project completion date.

06/16/2022

**Panel evaluation**

**Benefit to students***
In what ways will this project directly benefit the students and their growth as cultural participants or in the creative industries? What new skills or experiences will be offered?

In an ideal scenario, students entering their school band program would have already been taking private lessons and would enter their school music classrooms being on par with everyone else. However, we all know that this is rarely the case - especially in schools serving majority lower-income students.

On-site and/or virtual supplemental music support allows our instructors an opportunity to work side-by-side with the school music instructors. This allows MORE for Colorado to address the issues most pressing for each individual student as well as each individual class/school.

The overall benefit to students can be measured by participation rates and overall school band/orchestra quality. However, we also take into consideration the level of enthusiasm on the part of the students, their level of engagement with the school music program, and their ability to feel like they are "part of a team." Most people can relate to the notion that the "team" aspect of sports provides students with opportunities to experience camaraderie and belonging. Finding a group of peers to which one "belongs" is important in the development of self-esteem and various skills including communication, collaboration, and more.

**Complementing curriculum and offerings***
How does this project enhance, or fill a gap in, the generally available curriculum and offerings? For more information about Curriculum in Colorado visit this website.

Increasing budget cuts, limited time and resources, and the fact that many students haven’t played an instrument before their first band class, all lead to discouragement among music students. These issues create a disproportionately large learning gap between students at Columbine Elementary as compared to more affluent BVSD schools. MORE gives students a chance to receive one-on-one and small group instruction so that they can become proficient with their instruments and participate at a higher level with their peers.

Support from the Boulder Arts Commission would help us:

- Provide on-site music support to Columbine Elementary School for an average of 2 hours/day, 3 days/week, for 35 weeks during the 2021-22 academic year. An average of 25 students/hour would be served (25 students/hour * 2.5 hours/day * 3 days/week * 35 weeks = 6,563 student interactions)
- Provide students with consistent, in-depth, weekly support. Students form relationships with the instructors and thus get more out of the instructional time over the course of the school year.

- Continually adapt to the needs of students by providing whatever resources are needed during given time periods. This can change weekly, monthly, or by semester/unit of study.

**Proposed outcomes and evaluation strategy**

Describe your evaluation strategy for this project and how you will collect data. How will the benefits to the students be measured?

**Evaluation Strategy:**
- We provide instructors to schools as requested by the school music teachers;
- School music teachers provide feedback in terms of what ongoing and additional support is needed;
- We collect data throughout the year regarding how participating in a music program affects attendance, GPA, graduation rates, and overall engagement in the school culture.

During the course of this grant period we expect to see:
- An increase in GPA & attendance;
- Higher engagement levels with student culture & community;
- A sense of "team" and belonging with peers;
- Improvement in the areas of musicianship skills, diligence, follow-through, and artistry;
- An equal "playing field" between students who have access to private lessons and students who don’t.

During the course of the 2020-21 Academic Year the average GPA of music students at one of our partner schools is a 3.0 whereas non-music students have an average GPA of 2.16. Participation in school music programs moves the needle for underserved students, as well as demonstrates the importance of supporting programs in schools that serve low-income and majority non-white populations. We continue to collect data from additional partner schools and expect to find similar results.

**Community Priorities**

The City of Boulder’s Community Cultural Plan is a visioning and strategic document that describes how the people of Boulder will align efforts, with the support of the municipal government, to achieve our collective vision: Together, we will craft Boulder’s social, physical, and cultural environment to include creativity as an essential ingredient for the wellbeing, prosperity, and joy of everyone in the community. The Community Priorities are six points that summarize the community’s most common responses in answer to the question, “What is your vision for Boulder’s culture and creative economy?”. Reference: Cultural Plan and Community Priorities.

**Community Priorities**

In what way will this project contribute to one or several of the Community Priorities described in the Community Cultural Plan? Does the project contribute to one priority thoroughly? Or, does it address many? What specific benefits to the community are planned? How will success be measured?

Examples of ways to demonstrate impact on the Community Priorities may include descriptions of how your project or organization:

- Supports artists and creative professionals by providing professional development programming.
- Contributes to Boulder’s creative identity and creates a vibrant cultural destination through high artistic merit and excellence in the practice of a medium or discipline.
- Engages the community in civic dialogue about the arts through interactive outreach in the neighborhoods.
- Adds creativity in the public realm by engaging underserved populations in art making for their community.

This project contributes to Boulder’s creative identity by cultivating the next generation of Boulder artists; engaging underserved populations in art making for their community; and engaging the community in civic dialogue about the arts through interactive outreach. This program is about showing - not telling.

Based on our experiences partnering with JeffCo, BVSD, and DPS schools over the past decade, we know that the best school programming comes from actively listening to the needs of the students and school instructors. We approach outreach through a lens of collaboration with our partner schools rather than a place of "saviorism." Our collaborative approach fosters civic dialogue through interactive outreach, cultivating the next generation of artists.

In 2021, our outreach program has provided 130+ days of outreach PER MONTH throughout BVSD, DPS, and JeffCo music classrooms (6-7 classrooms every day). The consistency and frequency of our outreach to underserved schools provides the opportunity both for students to engage in art making together; and allows for community building between Parlando faculty and school music teachers.

NOTE: Funding from this request would be used to specifically support Columbine Elementary.

Cultural equity*
Among the goals of the Boulder Arts Commission is to encourage the equitable, fair, and just distribution of funds in support of the community. This includes providing support to applicants whose organizational leadership or audience represent groups who are typically underrepresented, i.e. culturally diverse groups, organizations focused on age diversity, etc.) Describe how your project does or does not fulfill one or several of these categories. Describe how your project will address affordability, availability, accessibility, accommodation, and acceptability to diverse groups. For reference, please review the Boulder Arts Commission and Americans for the Arts Statements on Cultural Equity.

References:
Boulder Arts Commission Statement on Cultural Equity
Americans for the Arts Statement on Cultural Equity

Supplementary music outreach for Columbine music students addresses affordability, availability, accessibility, accommodation, and acceptability to diverse groups within the Boulder Valley School District. More specifically:

-Accessibility and Accomodation: Columbine Elementary School has a student population of majority non-white (53.4% Latinx) and low-income (59.3% receiving free or reduced lunch)–students who have been historically underrepresented and underfunded;

-Acceptability: Our instructors work alongside Columbine teachers, ensuring that all instruction provided by our MORE for Colorado program is complementary to school culture and underscores the trust built between students and their educators. Additionally, our outreach program asks “how can we support?” instead of proclaiming "THIS is how we support;"

- Availability: Our program is intentionally flexible to meet the needs of each student, teacher, and school;
-Affordability: All supplementary programming is funded by grants like this one, in addition to support by other private and government foundations guaranteeing free quality music education to students. Our partner schools do not have to pay for this programming.

**Additional Questions**

**Boulder focus**

Are you a Boulder organization/individual serving Boulder or are you an organization/individual outside of Boulder and to what degree do you focus on Boulder programming?

Parlando has been serving the greater-Boulder arts community since 2003. Our school outreach program, MORE for Colorado, is proud to currently be providing supplementary outreach to BVSD schools including: Boulder High, Centaurus High, Columbine Elementary, Fairview High, Foothills Elementary, Flatirons Elementary, and Whittier Elementary. In the past we have also supported Boulder Prep, Bear Creek Elementary, Eldorado K-8, Justice High, Louisville Middle, Manhattan Middle, Mesa Elementary, Southern Hills, Summit Middle, and Uni Hill. All funding secured from this Arts Education grant would be used toward supporting Columbine Elementary School, one the highest need and historically underfunded BVSD schools.

With the benefit of many years of experience and knowledge, we know how to best support schools, their music programs, their instructors, and, above all, their students. As we expand this programming in BVSD, we are targeting schools with the highest needs so that we can make the biggest impact for underserved students in the Boulder community.

**Encouragement points**

Among the goals of the Boulder Arts Commission is to encourage the equitable, fair, and just distribution of funds in support of the community. This includes providing support to applicants who have not yet received a grant in this cycle. Confirm if your organization has received more than $1,000 in funding from the Boulder Arts Commission in the current cycle, including if you’ll be receiving General Operating Support funding.

Yes, we/I have received funding in the current cycle.

**Attachments**

The following attachments are required. Please title your attachments according to the headings listed below.

**Budget summary**

Provide a brief budget summary for this project including all revenue (monetary and in-kind contributions, including this grant) and expenses. Please title the attachment "Budget summary". Permitted file types: xl, xlsx, pdf.

Budget Summary.pdf
**Partner/Collaborator List**
Provide a list of each individual / organization that has a significant coordinating role in this project. Please title the attachment, "Collaborator list". Include their name, contact information, and role. Permitted file types: doc, docx, pdf

    Collaborator List - Parlando.pdf

**Venue confirmation letter**
Attach confirmation from the hosting venue that the project is approved and scheduled. Please title the attachment "Venue confirmation letter". Permitted file types: doc, docx, pdf

    Venue confirmation letter.pdf

**Letters of support**
Attach any letters of support that will be useful in understanding community involvement and enthusiasm for the project. This is optional. Please title the file, "Letters of support". Permitted file types: doc, docx, pdf

    Letters of support.pdf

**Other support materials**
Attach any documents that will help the jury fully understand the project, including videos and other materials that may help the commission evaluate artistic quality. This is optional. Please title the file, "Support materials". Permitted file types: doc, docx, xl, xlsx, pdf

    What Is MORE Video Slides.pdf

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**Submission and signature**

**Application on the website (optional)**
I certify that, if funding is awarded, my application may be presented on the boulderarts.org website. The Office of Arts and Culture staff will send a copy of the document to the applicant listed for approval in advance of posting on the website.

    Yes

**Certification**
I certify that all information contained in this application and attachments is true and accurate. All funded activities must provide equal access and equal opportunity in employment and services and may not discriminate on the basis of disability, color, creed or religion.

    I certify
Full name*
Travis V LaBerge

Submission date*
04/10/2021

TO COMPLETE AND SUBMIT YOUR APPLICATION

All required fields must be filled in with the appropriate information and/or attachments. Click on the "Submit Application" button and an email notification that your application has been received will be sent. If you do not receive a confirmation email, please notify staff immediately. Note that once the application is submitted, it cannot be revised or added to. Please make certain that you have included all information and attachments prior to submitting.
File Attachment Summary

**Applicant File Uploads**

- Budget Summary.pdf
- Collaborator List - Parlando.pdf
- Venue confirmation letter.pdf
- Letters of support.pdf
- What Is MORE Video Slides.pdf
### Breakdown of Expenses

<table>
<thead>
<tr>
<th># of Days/Week</th>
<th># of Weeks/2019-20 School Year</th>
<th>Hourly Rate (including payroll taxes)</th>
<th># of Hours/Day</th>
<th># of Students Reached per Hour</th>
<th>Total Student Interactions</th>
<th>Total Cost</th>
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<tr>
<td>3</td>
<td>35</td>
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<td>25</td>
<td>6563</td>
<td>$10,500</td>
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</table>

**Notes:**

NOTE: This budget is only for the described supporting Columbine Elementary. Funding for other schools in BVSD, DPS, and JeffCo planned for 2021-2022 is NOT part of this budget.

We know that the $40/hour is higher than the BAC has typically funded in the past. However, additional funding will be used to fund this project, thus reducing BAC’s contribution to approximately $11.43/hour (2.5 hours/day * 3 days/week * 35 weeks = 262.5 hours. $3000/262.5 = $11.43). Payroll taxes are approximately 10.5% and are included.

### Breakdown of Revenues

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<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Pending/Secured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Family Foundation</td>
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<td>Secured</td>
</tr>
<tr>
<td>Individual Donor</td>
<td>$2,000</td>
<td>Secured</td>
</tr>
<tr>
<td>Budget Allocation</td>
<td>$500</td>
<td>Secured</td>
</tr>
</tbody>
</table>

Subtotal Secured: $7,500  
Total Cost: $10,500  
Remaining/Requested from BAC: $3,000
Collaborator List

Our main collaborator on this project is BVSD. NOTE that we have included a venue confirmation and letter of support from one of our current partners, Fairview High School Orchestra Director, Mindy Anderson. We have receive inquires from many additional schools (including many Title 1 Schools), but we have not solidified any details with them as we do not want to get their hopes up if additional funding is not available.

The primary Parlando instructors who are involved with our outreach on an ongoing basis are:

Kathryn Eagles

Kathryn Eagles is a flutist and educator from Fairbanks, Alaska. She holds both a BM and MA from the University of Alaska Fairbanks, and a Doctor of Musical Arts degree from the University of Colorado Boulder. Her primary teachers include Dorli McWayne and Christina Jennings. In addition to her studies at the university, she has participated in masterclasses and lessons with Hilary Abigana from The Forth Wall, John Barcellona, Nicole Esposito, Dr. Naomi Seidman, Lisa Garner Santa, Lorna McGhee, Claire Chase, and Carol Wincenc.

As an orchestral flutist, Dr. Eagles regularly performs with the Cheyenne Symphony Orchestra, and can be heard on the newest live Indigo Girls album, playing second flute and piccolo. Additionally, she held the positions of Assistant Principal Flute and Piccolo with the Fairbanks Symphony Orchestra for many years. Dr. Eagles also has a profound interest in both contemporary and classical repertoire for the flute. She has performed chamber music at the Embassy of Finland in Washington D.C., the National Flute Association Conventions, and the Gumi International Music Festival in Gumi, South Korea.

Dr. Eagles’s duo, The Midnight Sun Two, is finishing their debut album: From Light to Dark. This album consists of new chamber works for flute and percussion, from composers Emerson Eads (Alaska), Lucus Oikle (Canada), Olivia Kieffer (USA), John Drumheller (USA), Molly Joyce (USA), and Derek Charke (Canada).

Dr. Eagles is an adjunct lecturer at the University of Alaska Fairbanks. In addition, she teaches chamber music at MSU Denver’s Summer Flute Institute, and served as the interim flute faculty at Regis University in Denver, Colorado. Dr. Eagles is a certified instructor with the Suzuki Association of the Americas, a member of the National Flute Association, and currently, she is the Vice President of the Colorado Flute Association.
Luke Finaldi

Luke Finaldi is originally from Highland Park, New Jersey and has been playing trumpet for 16 years. His undergraduate degree was at Montclair State University where he performed with the Montclair Wind Symphony, Orchestra, Jazz Band, and Pit Orchestra. He has performed on tour with the wind symphony and in Carnegie Hall premiering new music by Tom Davoren. Luke received his Masters in Trumpet Performance at Rutgers University where he performed with the Rutgers Wind Symphony, Orchestra, and Brass Ensemble. He has performed with various groups in NJ such as the Central Jersey Wind Ensemble, the Gramercy Brass Orchestra of NY, and the Freelance Ensemble Artists of NJ.

Luke is now currently pursuing a doctorate at CU Boulder in Trumpet Performance in Pedagogy. He has performed with the Colorado Brass and is in the CU Wind Symphony and Orchestra. He has also attended several prestigious music festivals such as the Atlantic Brass Quintet Seminar (2011-2015), Chosen Vale International Trumpet Seminar (2018), and Eastern Music Festival (2016).

Mr. Finaldi has recently completed a position as a long term substitute at Appleby Elementary School teaching K-5 general music in Spotswood, NJ.

Joseph Howe

Joseph Howe is a cellist based in Boulder, Colorado. Joseph has been a dedicated teacher for many years. In addition to teaching at Parlando, Joseph has held teaching positions at Red Rocks Community College and Boulder Valley Waldorf School. He has coached sectionals at many local high schools and middle schools, as well as with the Greater Boulder Youth Orchestra.

Joseph holds the position of principal cello with Boulder Chamber Orchestra (with whom he recently appeared as concerto soloist) and assistant principal cello of the Greeley Philharmonic. He is also a member of the Fort Collins Symphony, and performs as a substitute cellist with the New World Symphony, Boulder Philharmonic, Colorado Music Festival Orchestra, and the Colorado Springs Philharmonic. Joseph is a fellowship artist on baroque cello with the Boulder Bach Festival, and performs in the festival’s period instrument orchestra.

Joseph’s summer festival appearances include Trinity Alps Chamber Music Festival, National Repertory Orchestra, Mendocino Music Festival, Texas Music Festival, and Hot Springs Music Festival.

Joseph holds degrees from University of Oregon, where he studied with Steven Pologe, and University of Colorado at Boulder, where he studied with Judith Glyde. His other mentors include David Requiro, Bruce McIntosh, Guy Fishman, and Ann Marie Morgan. He has performed in solo and chamber music masterclasses with cellists such as Johannes Moser, Alban Gerhardt, Lynn Harrell, Alisa Weilerstein, and members of the Ying, Emerson, and Takács quartets.
Jennifer Diaz Spera

Jennifer Diaz Parlando School of Musical Arts violin lessons boulder

Jennifer Diaz (violin) Equally passionate about performing and teaching, Jenny Diaz leads a varied career as violin teacher, chamber, and orchestral musician. A Northern California native, Diaz earned a Bachelor’s degree in violin performance at the San Francisco Conservatory of Music. In 2013, Diaz completed a Master’s degree in violin performance at the University of Colorado Boulder acting as teaching assistant to Lina Bahn and Edward Dusinberre of the Takács String Quartet. When not teaching, Diaz enjoys a dynamic performing schedule of chamber music projects and solo performances.

In 2012 Diaz co-founded the ensemble Duo Chagall with CU faculty guitarist Nicolò Spera. Diaz is co-director of the Boulder based early music group Ensemble Pearl. Ensemble Pearl pairs young artists with accomplished professionals to produce historically informed yet vibrantly fresh performances of baroque music for audiences of the Front Range. A recent concert review of Ensemble Pearl described Diaz’ violin and viola playing as exemplifying “incredible grace” and a “full, colorful and expressive tone.” Diaz joined the Parlando faculty in Spring 2013 after seven years prior teaching experience.

Diaz is a certified Suzuki instructor and an active member with the Suzuki Association of the Americas. Diaz develops healthy playing techniques in her students by drawing from the pedagogical methods of Paul Rolland and Kató Havás. In a playful and friendly teaching environment, Diaz challenges her students to take a few small steps forward every week. This cultivates the student’s confidence, problem solving skills and a lifelong love for music.
April 9, 2021

To Whom It May Concern,

I am writing this letter of support and venue confirmation letter for Parlando School of Musical Arts. Parlando has been working with me for many years now and their support of Columbine Elementary this school year has been particularly helpful.

Parlando sends different instrument instructors on-site to Columbine based on the needs of my students (this year support has been online/virtual). Parlando continues to be very flexible with regard to our schedule. Their consistent support on a weekly basis provides a connection and level of support and trust for our students that does not exist in other school outreach programs.

This program has been especially helpful for those students who are not able to take private lessons outside of school - it allows them to continue to participate at a level commensurate with their peers thus making music more accessible for ALL of our students.

The programming all takes place either on-site here at Columbine Elementary or through our Virtual Platform.

Thank you for your consideration in this matter.

Warm regards,

Kati Sainz
Band Director
Columbine Elementary School
April 9, 2021

To Whom It May Concern,

I am writing this letter of support and venue confirmation letter for Parlando School of Musical Arts. Parlando has been working with me for many years now and their support of Columbine Elementary this school year has been particularly helpful.

Parlando sends different instrument instructors on-site to Columbine based on the needs of my students (this year support has been online/virtual). Parlando continues to be very flexible with regard to our schedule. Their consistent support on a weekly basis provides a connection and level of support and trust for our students that does not exist in other school outreach programs.

This program has been especially helpful for those students who are not able to take private lessons outside of school - it allows them to continue to participate at a level commensurate with their peers thus making music more accessible for ALL of our students.

The programming all takes place either on-site here at Columbine Elementary or through our Virtual Platform.

Thank you for your consideration in this matter.

Warm regards,

Kati Sainz
Band Director
Columbine Elementary School
What is M.O.R.E. for Colorado?
M.O.R.E.

Music Outreach & Education
providing Resources
We identify Colorado schools with the highest needs based on recommendations from district Music Coordinators.
We provide music instructors to the school as requested by the school music teachers.
School music teachers provide feedback in terms of what ongoing and additional support they need.
One-on-one & small group music instruction
Access to musical resources
Participation produces likelihood of achieving higher GPAs and attendance
Participation in DPS school music programs yields:

- **Attendance increase**: 85%
- **GPA increase**: 71%

(source: Youth on Record)
At one of our participating schools...

**Average Student GPA:**

2.04

**Average Band/Orchestra Student GPA:**

3.1
In 2021 so far, we've offered...

- **BVSD:**
  - 41 days in Jan.
  - 78 days in Feb.

- **DPS:**
  - 21 days in Jan.
  - 26 days in Feb.

- **Jeffco:**
  - 45 days in Jan.
  - 63 days in Feb.

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274 days of support in Jan-Feb 2021
OUR GOALS:
...to foster long lasting and sustainable relationships between students and their school music programs...
...to meet the needs of teachers and students at each individual school...
...to provide consistent and in-depth weekly support throughout the entire academic year...
Connect:

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