

# Strategic Plan 2018 - 2021



Rosie's House:  
A Music Academy  
for Children



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## Introduction

Rosie's House: A Music Academy for Children underwent an intensive Strategic Planning Process in 2018. The process included a robust assessment period with feedback from parents, key community members, staff members and the Rosie's House Board of Directors. Informed by the key learnings from the assessment period, the Rosie's House Board & Staff Retreat was conducted in February 2018. The process was facilitated by Sharon Flanagan-Hyde, M.A. of Flanagan-Hyde Associates, LLC a non-profit consulting firm.

The goal of the Strategic Planning Process was to develop a plan for continued success and increased capacity for organizational impact as we look to our 25-Year Anniversary in March of 2021. Through the process, Rosie's House has accomplished the following objectives:

1. Review of proposed statements of mission, vision, and core values, and achieved consensus on new statements.
2. Orientation to the new Theory of Change for the work and impact of Rosie's House.
3. Organizational consensus on the optimal size/scope of programs at Rosie's House.
4. Development of four strategic goal statements and associated strategies.



## Organizational Background

Rosie's House believes music education creates hope, fuels the imagination, sparks creativity, and is a powerful force for vitality in our community. Founded in 1996 by Rosie Schurz, a German immigrant, the academy was established in a small home in an impoverished neighborhood. Rising above the poverty that plagued our community, Rosie created a safe haven for youth to express their creativity and pursue their dreams.

Rosie's own story of war and hope inspires our mission. During World War II, Rosie's family was forced to flee their home in Munich. On their journey to safety, eight year old Rosie had to leave her violin behind. Throughout her life, her sense of loss remained poignant; and finally, as an adult, she found respite in providing a "second home" to children who lack access to music education. Our home, Rosie's House, provides children everything Rosie wanted as a child: safety, creativity, and music.

Rosie's House is a community-based organization that provides programs during the out-of-school hours. Rosie's House, teaches over 18,000 free music lessons, provides 250 free instruments, and presents 60 concerts to over 10,000 audience members annually. Beyond the numbers, we become a "second home" to our students; providing support, guidance, and mentorship. Throughout the arc of a child's music education at Rosie's House, the majority of students are involved for 5 years; participate in 300 hours of directly supervised learning and commit at least 22,500 hours of intense practice.

Rosie's House is a certified Institutional Member of the **National Guild for Community Arts Education**, a member of **Local First Arizona**, and an institutional member of **Arizona Citizens for the Arts** as well as the **Arizona Alliance for Nonprofits**. For our unique community impact, Rosie's House was awarded the 2015 Finalist Certificate of Excellence from the **National Arts & Humanities Youth Program Awards**, a program administered through the President's Committee on the Arts & Humanities. In 2014, Rosie's House received the **National Society of Arts and Letters Arts Advocacy Award** and the **Governor's Arts Awards in Arts Education**.



### Management: Board & Staff

Rosie's House has a 14-member Board of Directors and a 2-member President's Council that is analogous to an advisory panel. Staff includes six full-time administration positions and 22 part-time professional music educators.

To view the Organization Chart, see Appendix B.

Assessment Participants: Rosie's House engaged a total of 84 individuals in the strategic planning assessment process.

Board Members: 9

Staff: 14 (6 administrative, 8 music educators)

Students: 30

Parents: 31

Retreat Participants: Rosie's House engaged a total of 18 individuals in the strategic plan retreat.

#### Board Members

1. Barb Berastegui
2. Theresa Esparza, Secretary
3. Tim Fontes
4. Gretchen Jewell
5. Michael Lang, Past-President
6. Kathryn Leonard
7. Christina Nordvall, Treasurer
8. Lisa Paine
9. Derren Thompson
10. Amelia Valenzuela

11. David Weinglass

12. Sarah Weiss, President

13. Chip Wise

#### *Staff*

1. Becky Bell Ballard, CEO

2. Catherine Reid, Program Director

3. Alyson Hartsock, Advancement & Marketing Director

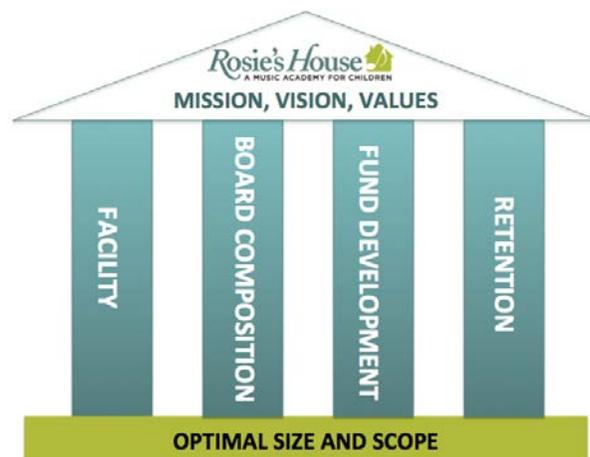
4. Holly Kordahl, Piano Department Head

5. Michael Smith, Mariachi Ensemble

## Process and Assessment Summary

In preparation for the Strategic Planning Retreat, Rosie's House underwent two important activities. First, in January of 2018, Rosie's House board and staff attended facilitated sessions to reflect on unintentional bias in our approach to our mission and governance. These sessions were held at the start of our strategic planning process, and probed the mental models that we bring with us into our work. These sessions were important in examining our vision, mission and values statements and our governance power structure. These sessions helped pave the way for challenging conversations that have resulted in powerful revisions of our vision, mission and values statements as well as the strategic goal of incorporating parents and alumni on our Board of Directors.

Secondly, a survey was conducted with board members, staff, faculty, parents, and students. Survey results informed the development of the strategic planning process illustrated by the graphic below.



Survey data made clear that the foundational strategic question was: What is the optimal number of children that Rosie's House will serve by the end of 2021, with how many lesson slots?

In addition, the four top strategic issues facing the organization are Fund Development, Facility, Board Composition, and Employee Retention. During the Strategic Plan Retreat, strategies in each of these areas were developed to move the organization forward.



## Organizational Tenets

Rosie's House developed and adopted new vision, mission and values statements through our 2018 strategic planning process. These statements were informed by student, parent, staff, and board input. Rosie's House is proud of our new organizational tenets, and the community engaged process that brought forth these statements.

## Vision

We envision a community where all youth have access to music education and opportunities for lifetime achievement.

## Mission

Our mission is to eliminate barriers to high-quality music education. Through music, we support youth as they develop their full creative and personal potential.

## Values

- **Access:** We believe the arts are fundamental to humanity and all youth should have opportunities for exploration and learning in the arts.
- **Excellence:** We commit to high-quality programs provided by music education professionals.
- **Creativity:** We value the pursuit of creative processes that develop positive improvements for self and society.
- **Community:** We believe in the power of community which we define by a culture of service, inclusiveness and equity.



### **Optimal Size and Scope: 600 students by 2021**

During the strategic planning retreat, using the lenses of identity, programmatic continuity, and access, Catherine Reid, Program Director and Becky Bell Ballard, CEO, presented a detailed analysis of current numbers and capacity relative to budget and faculty resources. The proposed scope of programming enables the organization to offer a continuous engagement model that will overall positively impact retention and recruitment. After extensive discussion, the board, staff and faculty endorsed the staff's proposal to serve 600 students with 761 lesson slots by 2021. This represents a 33% increase in the number of students served.



## 4 Strategic Goals: 2018 - 2021

### **Strategic Goal 1: Fund Development**

Rosie's House, operating on a 100% contributed revenue model, is strategically focused on developing growth opportunities for increased and sustained revenue.

**Goal Statement:** Create a relationship-based culture of philanthropy that drives needed levels of annual giving to 1 million dollars and when appropriate develop a successful capital campaign.

#### **Strategies:**

1. Align fundraising tactics with the diverse ways that donors perceive value.

Tactical approaches:

- a. Investigate the ways that donors perceive value
- b. Ensure brand clarity and consistency as board and staff address the diverse ways that donors perceive value

2. Ensure that annual giving remains strong, is aligned with sustainable practices and continues to grow.

Tactical approaches:

- a. Actualize an annual Fund Advancement Plan that focuses on individual giving through cultivation, solicitation and stewardship
- b. Monitor the impact of federal tax law changes and develop responses as appropriate
- c. Incorporate need to increase working reserve into annual giving program

3. Plan and execute a successful capital campaign.

Tactical approaches:

- a. Undertake a Feasibility Study
- b. Create Capital Campaign Plan in conjunction with skilled consultancy



## **Strategic Goal 2: Facility**

Rosie's House serves youth from throughout Maricopa County on a central Phoenix campus. In order to continue this method of service delivery, Rosie's House is strategically focused on finding our next campus.

**Goal Statement:** In a 3-5 year timeframe, Rosie's House is located in a facility that adequately meets the music education needs of an enrollment of 600 students with 761 lesson slots in piano, strings, brass & woodwind, mariachi, choir, and chamber ensemble programs.

### **Strategies:**

1. Make an informed buy/lease/build or partnership decision for the actualization of a new facility.

Tactical Approaches:

- a. Facilities Task Force actively explores the best options in the community and provides pertinent information to Board of Directors and staff leadership

2. Engage community in facility exploration process

Tactical Approaches:

- a. Facilities Task Force develops focus groups of faculty, students and families and engage in exploring what is needed in a new facility
- b. Facilities Task Force finalizes space needs analysis
- c. Facilities Task Force engages experts and community leaders in exploring partnerships, or other opportunities for facility needs in metro-Phoenix



### **Strategic Goal 3: Board Composition**

Rosie's House appreciates the important role that the Board of Directors takes in overall success of the organization. Continuing to strategically align the Board of Directors with organizational growth and needs is critical.

**Goal Statement:** Recruit and retain a board that has the diverse skill sets, expertise, life experiences, and connections needed to lead a successful capital campaign and govern effectively as Rosie's House plans and moves to a new facility.

#### **Strategies:**

1. Recruit a new annual cohort of Board members each July that is informed by succession of board members due to term limits.

Tactical Approaches:

Recruit board members with the following characteristics

- a. Passion for our mission
- b. Capacity to make a time commitment to Rosie's House
- c. Personal capacity to make a gift of significance
- d. Connections to fundraise and make big "asks"
- e. Previous capital campaign experience
- f. Willingness to ask for gifts of significance
- g. Experience as a board member for a nonprofit that has been successful in fundraising and governance

2. Include parent and alumni voices on the board.

Tactical Approaches:

- a. Engage in conversations with analogous organization who have successfully engaged program participants on the Board of Directors
- b. Recruit and elect parents and/or alumni to the board.

3. Continue to engage in board education to ensure that the board's capacity and effectiveness is aligned with organizational growth.



Tactical Approaches:

- a. Develop annual Board educational schedule that is relevant and aligned with needs of the organization

**4.** Ensure alignment with good governance practices.

Tactical Approaches:

- a. Review and revise, as needed, board expectations and the job descriptions for board members, officers, committee/task force chairs, and committee members
- b. Re-Create a charter for each committee/task force
- c. Cultivate potential officers and develop leadership bench strength

**5.** Maximize retention through effective use of board members' time.

- a. Maintain the current high level of organization and focus at board meetings
- b. Be flexible about meeting times and ways of participating (e.g., videoconferencing)

**6.** Foster a high level of energy and enthusiasm for ongoing commitment.

- a. Recognize and express appreciation for board members' investment of time and resources



## **Strategic Goal 4: Employee Retention**

Rosie's House recognizes the importance and value of human capital. Strategically, the employees of Rosie's House are critical in moving the organization forward.

**Goal Statement:** Continue to have minimal employee turnover to provide continuity for facility planning and the potential capital campaign.

### **Strategies:**

1. Ensure that the music education employees are engaged in the philosophy, operations, and high-level organizational decisions.

Tactical Approach:

a. Create efficient mechanisms for two-way communication between music education employees and leadership staff

2. Provide the faculty and staff with professional development opportunities.

Tactical Approach:

a. Offer annual professional development opportunities that are relevant and useful to all employees

3. Actively monitor employee compensation and benefits in relation to the market and address gaps as appropriate over time.

Tactical Approach:

a. Determine appropriate compensation and benefit increases

b. Creatively explore fringe benefit opportunities for part-time employees

4. Teach, reinforce and engage new employees in our institutional culture.

Tactical Approach

a. Develop more robust onboarding process

b. Develop ongoing opportunities for engagement at Rosie's House

5. Express appreciation and support to employees.

Tactical Approach

a. Budget for annual faculty and staff appreciation events

b. Board members and leadership staff attend and engage in program events



## Conclusion

In 2021, Rosie's House will celebrate our 25-Year Anniversary. Through this Strategic Planning Process, we have realized the additional impact we can make on our community and the significant need we can address.

In the next three years, from 2018 - 2021, Rosie's House will sustain a high-quality 100% free afterschool music education program for youth. In addition, we plan to grow the student population by 33%. The growth will occur within the classes and programs that fulfill our newly adopted Theory of Change.

As we dream about the future and the potential of a different campus facility, Rosie's House will be diligent in exploring options for expansion, partnership arrangements and the feasibility of taking on the costs and risks associated with a capital campaign.

We fundamentally understand that people are what drive our Strategic Plan forward. Therefore, we will continue to focus on Board Composition and Employee Retention as significant and foundational strategies for success.

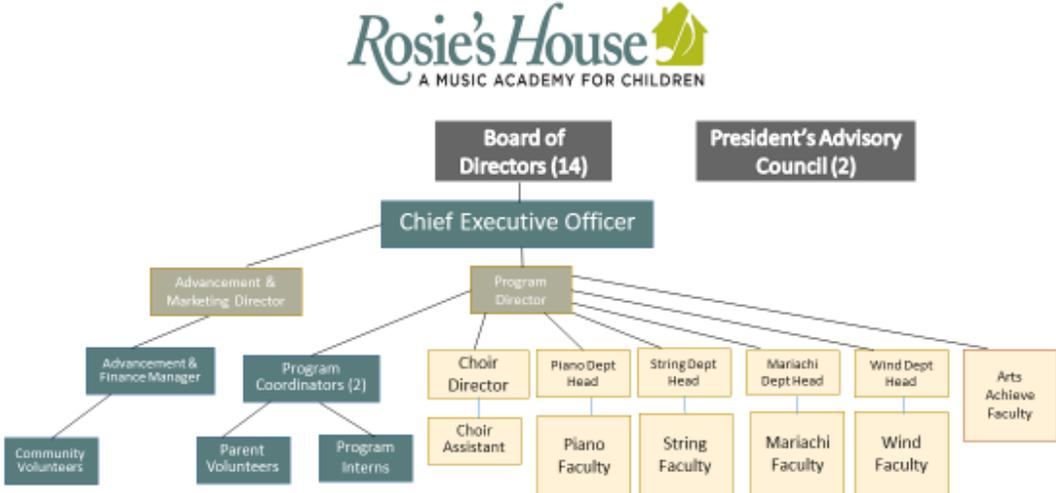
Finally, essential in our business model, is the need to sustain and grow contributed revenue. Sustainable practices include developing a larger operating reserve. Rosie's House is focused on growing our annual operating budget to 1 million dollars to appropriately fund the operating reserve and lay the groundwork for a potential capital campaign.

In conclusion, as we look to our 25-Year Anniversary, Rosie's House is honored to continue our support for valley youth with our unique approach. The reality of our impact is illustrated in the following quote:

"This program has pushed me to believe that there are greater things in this world than just what we see...This is an amazing inspiration that must go on," Maribel H., age 17, flute.

Rosie's House will continue to be "an amazing inspiration that must go on." As we achieve our goals outlined in this Strategic Plan, Rosie's House will dramatically expand our impact on our community and the lives of the students we serve.

Appendix A



**Organizational Structure**



## Appendix B

### Facilities Exploratory Questions & Brainstorm

Brainstorming Activities: During the Strategic Planning Retreat, participants discussed working questions and items we need to know as Rosie's House explores the feasibility of a new facility. Questions included:

- What is the estimated operating cost differential between buying and leasing?
- What are the risks of leasing, such as being less attractive to donors and being priced out when a lease comes up for renewal?
- What are the tax filing implications of earned income (e.g., through facility rentals)?
- What staff resources would be needed to manage an owned space and facility rentals/leases?
- What is the market for renting facility space to others? What partnerships might make sense given our mission?
- What would the build-out of potential spaces look like?
- What is the risk/liability analysis?
- What is the optimal location (e.g., Arts District, proximity to student base, transit accessibility, parking)?
- What political factors (city and state levels) come into play?
- What case studies of similar nonprofits making this decision could we examine to guide our decision-making process?
- What would be the cost and feasibility of building our own facility on an empty plot?



**Envisioning the Facility:** With notes and sketches, small groups envisioned the following in a new facility:

- Safe and secure space with one entrance to campus.
- Administrative offices located to allow visual connection with entrance area and students, parents, and faculty.
- Pride: inspirational photos, trophies, recognition.
- Stage that accommodates 60 musicians with adequate, built-in sound system and flexible seating arrangements.
- Rooms for private lessons (soundproofed).
- Drop-in practice rooms (soundproofed).
- Group ensemble rooms (soundproofed).
- Sound technology studio/recording studio (soundproofed).
- Dedicated piano labs (soundproofed).
- Secure, climate-controlled storage for instruments.
- Listening pods.
- Music library.
- Lockers for students
- Area for families to wait, homework space, computers with internet access for doing homework, space for after-school snacks/food prep.
- Playground space outdoors, outdoor picnic tables.
- Flexible community space.
- Flexible space for private meetings with families.
- Conference/meeting room.
- Faculty/staff work room and break room.
- Shaded exterior space for receptions and events.
- Adequate parking. Proximity to light rail/transit.
- Branding on building.

Appendix C

Rosie's House Theory of Change

Target Population	Assumptions	Strategies/Activities	Outputs/Leading Indicators	Short Term Outcomes	Long-Term Outcome
<p>All students are from Maricopa County •70% from Phoenix</p> <p>All are from low or moderate income families, as determined by HUD guidelines</p> <p>Ages 5-18 (majority start between 6-17 years old)</p> <p>Race/Ethnicity: •70% Hispanic •11% African-American •8% Caucasian •1% Asian •1% Native American •9% Other</p> <p>Committed, engaged and organized parents in partnership with the program as demonstrated by: •Bringing the child to the program •Abiding by the absence requirement of no more than 3 per semester •Signing off on practice logs •Meeting volunteer requirements</p> <p>Organization serves the entire family, multiple children per family can be enrolled.</p>	<p>Music education is a powerful vehicle for youth identity formation, the development of valuable lifeskills and community connectivity.</p> <p>Music education participation can reinforce key lifeskills such as confidence, teamwork, leadership, and a dedication to personal achievement, all of which are key skills for future education and career success.</p> <p>Music education participants develop learning skills: critical thinking, creative thinking, communicating, and collaborating.</p> <p>Youth benefit from consistent relationships with adults who work with and advocate for them.</p>	<p><b>Strategies</b> Rigorous Curriculum: Utilizing National Arts Standards, rigorous music instruction is taught by a credentialed faculty.</p> <p>Leadership Development: Middle/High school students participate in the Musicians Active in Community Program (MAC) and Musicians Mentoring in the Classroom Program (MMC).</p> <p>Transition/Bridge Services: Students receive assistance in their post-high school transition through the College Path Program. Students receive counseling, mentorship, and assistance with the college application process.</p> <p><b>Activities</b> Group Music Lessons Small classes enable each student to receive personalized attention while still benefiting from collaborative learning.</p> <p>Individual Music Lessons Individual training is provided for students wishing to prepare for</p>	<p>Number of children enrolled each year</p> <p>Number of performances and recitals each year</p> <p>Annual Attendance rate</p> <p>Annual Retention rate, % of students who re-enroll each year</p> <p>% of students demonstrating musical progress on teacher evaluations</p> <p>% of students annually who demonstrate curiosity and self-confidence in their musical ability and experiences at Rosie's House as reported via the end of the year survey</p> <p>Feedback from parents via survey regarding their satisfaction with the program and how the program has positively impacted their child</p>	<p>As a result of participating in a program at Rosie's House for 1 year, students will:</p> <ul style="list-style-type: none"> <li>•Develop curiosity and self-confidence towards discovering their voice;</li> <li>•Have an increased engagement in their learning, related to both music and school activities;</li> <li>•Through their music classes, develop transferable skills that support them in their schoolwork;</li> <li>•Feel connected to Rosie's House, their instructor and their group;</li> <li>•Choose to continue their music education at</li> </ul>	<p>As a result of participating in a program at Rosie's House for 5 years, students will:</p> <ul style="list-style-type: none"> <li>•Develop their voice (as expressed through increased confidence, feeling of empowerment, development of their self-identity and individuality, feeling of joy when creating music);</li> <li>•Learn to work in groups (as expressed through their increased ability to listen, compromise, problem-solve, collaborate, communicate respectfully both verbally and non-verbally, take constructive feedback, have increased self-awareness);</li> <li>•Learn to become leaders;</li> <li>•Identify as creative people (through their self-expression);</li> <li>•Develop curiosity and passion;</li> <li>•Learn to take initiative;</li> <li>•Attend and complete college.</li> </ul>

# Rosie's House

A MUSIC ACADEMY FOR CHILDREN

	<p>Out of School activities are critical in bridging the K-12 college achievement gap for youth from low-income backgrounds.</p> <p>Financial circumstances should not prevent a child from having access to music education and the ability to participate in out of school activities.</p>	<p>conservatory entrance as well as students who do not have professional ambitions.</p> <p>Ensemble Opportunities Rosie's House offers a variety of ensemble opportunities for students in all departments and at all ability levels. These opportunities include small chamber ensembles, such as saxophone and string quartets, and large ensembles, such as Mariachi, choir, and band.</p> <p>Practice Students are asked to practice five days a week. Individual lesson students make a significant practice commitment.</p> <p>Performance Opportunities Students perform in recital at least twice a year at the end of each semester.</p>		<p>Rosie's House for a 2nd year.</p>	
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