



*Dalilah, Grade 11, violin*

# projectSTEP

**FISCAL YEAR 2020 ANNUAL REPORT**

# DEAR FRIENDS,

Students in the Project STEP program begin to study music theory in the third grade. The study of music theory provides the musician with the building blocks necessary to understand the structure of a musical composition. Thereafter, the ability to creatively play a piece that is unscripted and unplanned, is what musicians do when they improvise music – an exhilarating, though potentially nerve wracking and risky undertaking.

The last twelve months for Project STEP have been a study in improvisation, in an organizational sense. With the departure of our previous Artistic Director in August 2019, we were exceedingly fortunate to have Mariana Green-Hill step into that role in an acting capacity. A Project STEP alumna and long-time faculty member, Mariana has for many years played a key role in our program's artistic development, and we were the beneficiaries of her deep knowledge of STEP and her commitment to artistic quality. After an extensive search process, we were delighted to welcome Javier Caballero back into the Project STEP family when he reassumed the Artistic Director role in August 2020.

The 2019-20 year got off to a wonderful start, with 60 students enrolled in the program – the largest class in our history. Highlights of the year included a Masterclass with Patrice Jackson-Tilghman in October; a second Masterclass in November, featuring Randall Goosby; our inaugural “Donor Appreciation Event” in November; a memorable celebration of the life of Dr. Martin Luther King, Jr. at St. Patrick’s Church in Roxbury, in January; and a Masterclass with Project STEP alumnus, Tony Rymer, in February. Classes were going well; our students were flourishing – and then in mid-March 2020, the world situation required us to “improvise” regarding almost every aspect of our work. With the pandemic-related closure of Symphony Hall (where Project STEP offices are housed and our Saturday classes are held), our staff needed to quickly re-think the delivery of our program. Under the leadership of

our Executive Director, Alyssa Lee, our amazing and resilient team (including Mariana, Jodie McMenamin, Leigh Kelter and Rachel Forbes), reimagined every aspect of the work with our students; and our talented faculty members embraced virtual lessons and continued their teaching and mentorship. The spring proceeded with nary a misstep. Working with our Parent Representatives, Jodie devised an online fundraising auction, that led up to our successful, first-ever virtual Spring Recital in mid-May, in which we put the spotlight on our graduating seniors.

I am grateful for the many contributions of my colleagues on the Project STEP Board of Directors and on the Project STEP Advisory Board. These volunteers are devoted to the mission of this organization and through their efforts, provide a strong foundation for STEP. I wish to express my deep appreciation to the members of the professional staff. “Responding to a pandemic” was not a variable we covered in our most recent strategic plan - and to a situation unlike any we could have imagined, each of them brought to bear their unfailing competence, positive attitude, and good humor. Lastly, we are forever indebted to our friends and donors for your generous and caring support; our very existence is due to your commitment to Project STEP and our students, and the faith that you have in us, to fulfill our mission. Thank you.



A handwritten signature in dark ink, reading "Diane M. Austin". The signature is fluid and cursive, with a long, sweeping underline.

**Diane M. Austin**  
**President, Board of Directors**

# OUR MISSION

**Project STEP** (String Training Education Program) recognizes that certain racial and ethnic minorities are vastly underrepresented in classical music. Its mission is to address this imbalance by identifying musically talented underrepresented students from Boston and surrounding communities, and providing them with comprehensive music and string instrument instruction. It sets the highest standards for disciplined study and performance, and offers a platform for students interested in pursuing classical music careers as well as other courses of study.

## Core Values

(1) We believe that the classical music profession should reflect racial and ethnic diversity.

(2) We believe that children, if identified at an early age and immersed in long-term, rigorous music instruction, can flourish as professional classical musicians and as individuals, regardless of their ultimate career choice.

(3) We believe that our students can reach their full potential when held to high standards and provided with the support and active engagement of teachers, mentors, family members, and alumni.

(4) We believe that music can change lives and that the disciplined study of classical music enhances educational opportunities and opens doors for our students and their communities.

*We envision a world in which the classical music profession reflects the racial and ethnic diversity of our communities.*



2020 graduating senior, Ajani.



# PROGRAMS

Project STEP provides a continuum of music instruction that can begin as early as kindergarten and continue through Grade 12 in high school. Students are invited to join Project STEP through one of two entry points, either by audition or through our kindergarten FOCUS program. The FOCUS program introduces kindergartners from underrepresented populations to the study of music at an early age, generating enthusiasm and providing a bridge to further study at Boston-area music schools.

In 2020 we partnered with the William M. Trotter School in Dorchester and the Mario Umana Academy in East Boston, from the Boston Public School system, to offer music programming for their kindergartners during the school day. On weekends, we received in-kind space from the New England Conservatory for more of these classes. In total, we were able to serve 121 kindergartners from across the city.

Students who are selected to continue their musical studies in Project STEP's Core Program (Grades 1-12) receive weekly private lessons, theory and/or solfège classes, chamber music, orchestra, summer music camp support, and an instrument. In addition, they receive enrichment opportunities including masterclasses and residencies with renowned chamber ensembles, and tickets to dozens of concerts each year. Project STEP is a model for creative youth development. In the course of studying music, young people develop social, creative, problem solving, collaborative, and critical thinking skills. These skills are widely transferable and enable youth to reach their full potential as musicians, students, and productive members of society.

***Did you know?*** Project STEP has been advocating for equity and inclusion in the arts and classical music field for nearly four decades.

***Photo Left:*** Cellist Patrice Jackson-Tilghman with STEP students after a masterclass.





A photograph of a woman and a young boy sitting on a grassy field. The woman, on the left, is wearing a black and white striped long-sleeved shirt, sunglasses, and a lanyard with a name tag that reads "Deborah Ward". The boy, on the right, is wearing a blue polo shirt, a dark baseball cap, and plaid shorts. They are both smiling and looking at each other. In the background, there are white tents and other people, suggesting an outdoor event or festival.

## FAMILY ENGAGEMENT

By building extensive student and family support systems into the program itself, Project STEP is able to hold students to - and help them reach - high standards of achievement. Incoming families are paired with “buddy” families, which allows older children to mentor incoming children and experienced parents to provide guidance for new parents. All parents are part of the Parents’ Council which meets monthly for ‘parent pulse checks’ and workshops on practical issues related to their children’s music education. The council elects two representatives to the Board of

Directors who serve as full voting members and help shape the organization’s policies. These parent representatives facilitate communication between parents and staff. At the end of each year, Project STEP hosts a Spring Recital with a fundraising component in partnership with the Parents’ Council. STEP’s depth of support for parents and families creates an atmosphere of encouragement, ownership, and responsibility. Parents are crucial to our students’ success, and their active involvement is one of STEP’s greatest strengths.

*Photo courtesy of Boston Symphony Orchestra*



# FAMILY STORIES

Our family has been involved with Project STEP for the past almost seven years. We began with our oldest, now a 6th grader, when she was still in kindergarten. We signed up for what we thought was a six-week music class, only to discover soon thereafter that this class (FOCUS) was an entryway to a whole world of opportunities. Amalia was accepted into the Project STEP program in first grade. **Saturdays at Symphony Hall soon became our new routine, along with attending chamber and orchestra concerts, performing on small and big stages, and meeting an incredible group of people: from the talented and dedicated Project STEP staff, to the wonderful community of passionate music-loving families, to world-renowned musicians who visited and worked with students.** Throughout the years, there have been struggles - practice, new teachers, and most recently, the challenges of online music learning - but **Project STEP has stood by our family and supported us.** It is thanks to Project STEP and its community of supportive families that we discovered the Winsor School, a fantastic independent school for girls that our oldest now attends. It is thanks to Project STEP that Amalia's role models and idols are inspiring classical musicians. **Project STEP has given our daughters a doorway to a world that we, as non-musicians, would have never known how to find.**

Our six-year-old, Alma, officially joined the Project STEP family this past fall, although in reality, she grew up in Project STEP's and the Boston Symphony Orchestra's practice studios. From age one, she attended her sister's private lessons, chamber groups, and solfege. At age four and a half she began private lessons and at six, she auditioned into the program. Project STEP was her goal and is currently her reality.

Over the past year, particularly, Project STEP became an anchor in the stormy sea of online learning, engaging the girls in

activities that were both socially and musically enriching. This includes the mentoring program, where Amalia meets with younger students to support their practice, while Alma engages with older students and her peers in a fun setting highlighting music. Another incredible experience was the virtual summer camp, where Amalia tried out fiddling for the first time, as well as small group classes with a BSO musician. The weekly recitals, where the girls have participated as both audience and performers, enrich our weekends. Amalia's chamber group has broadened her horizons, interacting weekly with the group's coach, who is a local classical music professional (and to the girls, a celebrity).

All in all, **I cannot imagine my girls' childhood without Project STEP.** Even during the most challenging preteen moments with our oldest, when practice became a battle or yet another violin string broke (with no back-ups), leaving Project STEP has never been an option for them. It is firmly a part of their identity, and whether they become world renowned musicians or music lovers, the opportunities they have had thanks to this amazing organization have been invaluable. **It is my wish that every child finds their Project STEP - a place to grow, be exposed to new worlds, and be challenged while always knowing that you will be supported and nurtured.**

**- Hagar Shirman  
Mother of Amalia & Alma**





# 2019/2020 SNAPSHOT

Despite challenges presented by the pandemic, this past year was filled with outstanding achievements from our students, concerts and events, collaborations with renowned musicians, workshops, and countless community service performances, held both in person and virtually.

## HIGHLIGHTS:

**DANA FARBER CANCER INSTITUTE** – In an effort to give back to the greater community, Project STEP students put on several holiday performances at the Dana Farber Cancer Institute for patients, their families, and employees.

**DR. MARTIN LUTHER KING, JR. DAY** – The Project STEP community celebrated the life and legacy of Dr. King. This event held in Roxbury, MA, included performances, student essay readings, and a focus on race and social justice in our communities. In addition, STEP students played at the Isabella Stewart Gardner Museum's annual Martin Luther King Jr. Day of Service. Many of our students presented chamber works for over 2,000 visitors who came to celebrate the legacy of Dr. King.

**LAUNCH OF NEW PEER MENTORSHIP PROGRAM** – The goal of this program is to create ongoing, meaningful relationships between mentors and mentees, and to strengthen and foster relationships among our student body. Several of our older student mentors offer practice help and music theory tutoring, while others work to build relationships with younger students through casual conversations and games.

**STATE OF THE CITY ADDRESS** – The Project STEP Honors Quartet was invited to perform prior to Mayor Martin J. Walsh's annual address to the city of Boston. The quartet performed two movements from William Grant Still's *Danzas de Panama*.

## PRE-CONCERT PERFORMANCE IN BSO COMMUNITY CHAMBER CONCERT SERIES

– Project STEP's Honors Quartet gave a pre-concert performance at The First Church in Roxbury, MA. BSO community chamber concerts provide high quality, relevant and engaging free chamber music performances by BSO musicians in community venues throughout Massachusetts.

## PERFORMANCES & MORE:

Tony Rymer Masterclass | BSO Community Chamber Pre-Concert Performance | Patrice Jackson-Tilghman Masterclass | Thomas Mesa Masterclass | Dr. Martin Luther King, Jr. Legacy Concert and Discussion | Guest Workshop with Randall Goosby | Spring Recital & Parent Benefit/Senior Recitals | Winsor Music Benefit Concert | BSO Company Christmas - Children's Program | Isabella Stewart Gardner Museum MLK Day of Service | Dana Farber Cancer Institute Community Performances | City of Boston State of the City Address | Guest Workshop with Randall Zigler

**Above Photo:** Project STEP students play in the interior Isabella Stewart Gardner Museum Courtyard on Dr. Martin Luther King, Jr. Day.



# IMPACT

Through Project STEP, children from racial and ethnic backgrounds historically underrepresented in classical music gain knowledge, skills, and opportunities that help them to become successful musicians, students, and young adults. During their years of intensive training, our students are challenged to achieve and maintain high levels of musicianship. The perseverance, self-discipline, confidence, problem-solving skills

and strong work ethic they develop in the process prove to be invaluable in their future musical and non-musical pursuits. Our students build leadership skills by mentoring younger students, taking leadership roles in chamber ensembles, and performing in community service events in their own neighborhoods. Tasked with taking care of their own musical instruments (on loan from STEP), students develop a sense of responsibility.



2020 graduating seniors from left to right: Amalia, Solomon, Ajani, and Maria.



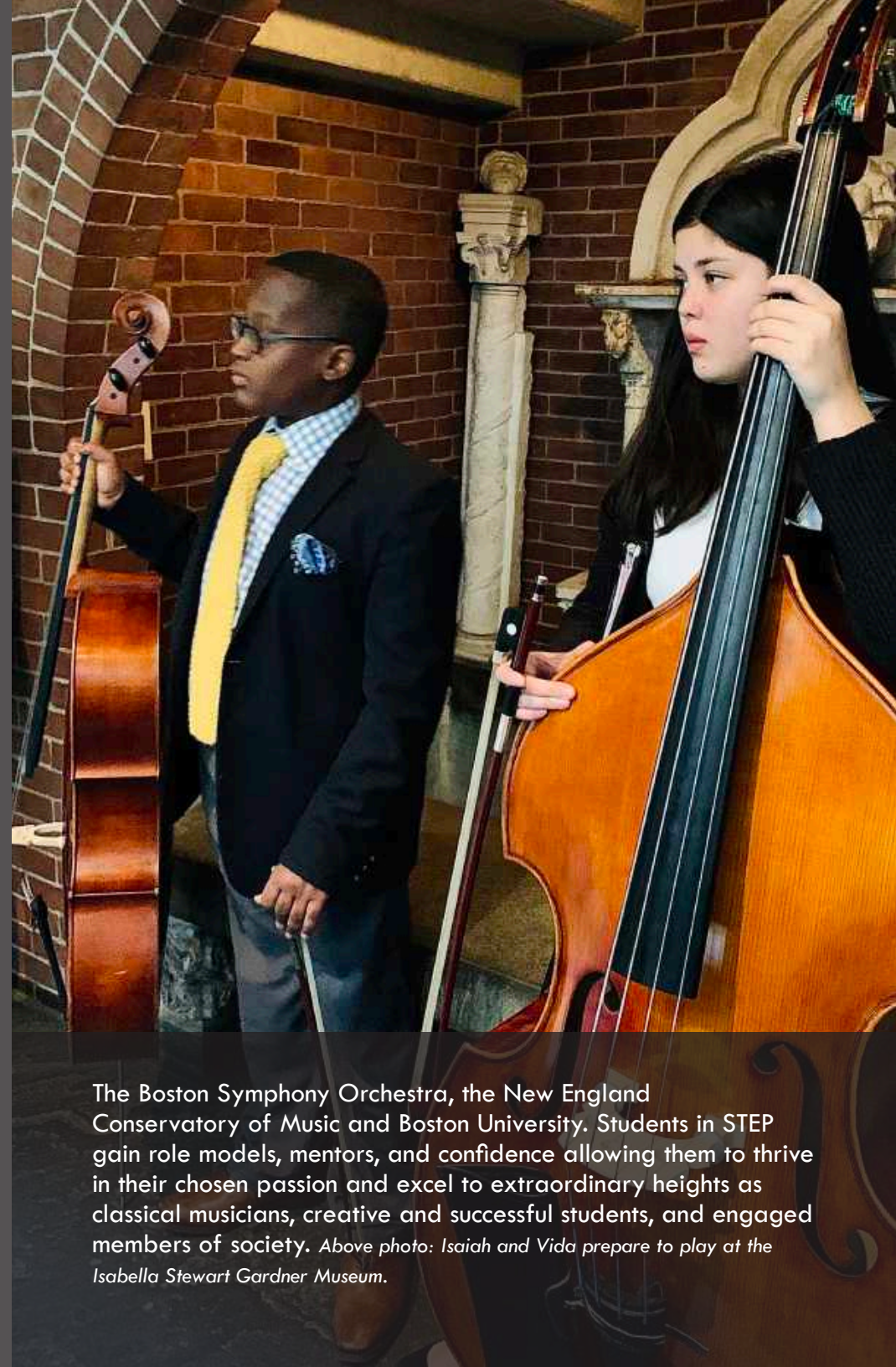
## IMPACT<sup>CONT'D</sup>

After up to 12 years of training and support in Project STEP, our students become strong musicians and accomplished young adults who are prepared to succeed as classical musicians as well as problem solvers, critical and creative thinkers, and team players. 100% of Project STEP's graduates have gone on to college or conservatory after graduating from high school, and excel in music studies, competitions, and academics. The outcomes of our Core Program activities fall into three areas of major growth for our students: **1) Strengthened identity 2) Creative skill development 3) Workforce readiness**

While other educational programs in Greater Boston offer music training for children, they do not match Project STEP's comprehensive package of high-quality, long-term training, support services, and scholarships intended specifically for children from backgrounds underrepresented in classical music. Describing Project STEP's impact, the mother of two students wrote:

*"My son joined Project STEP six years ago through FOCUS (kindergarten program) and my daughter auditioned into the Core Program this year. They both play the classical violin, an instrument and genre of music they would not have been exposed to if not for Project STEP. Project STEP has presented a unique opportunity for my children to pursue a career in classical music if they desire, and to be part of a community that is dedicated to enriching their lives through culture and the arts. And while we do not know what career path they may choose, we are confident that the discipline, commitment and strong work ethic they are learning now will be foundational to whatever path they choose."*

For 39 years, Project STEP has been a pioneer working to build equity in classical music. STEP provides students opportunities to experience a high degree of inclusion by performing with peers and learning from professional musicians, many of which are members from esteemed music institutions and our partners:



The Boston Symphony Orchestra, the New England Conservatory of Music and Boston University. Students in STEP gain role models, mentors, and confidence allowing them to thrive in their chosen passion and excel to extraordinary heights as classical musicians, creative and successful students, and engaged members of society. Above photo: Isaiah and Vida prepare to play at the Isabella Stewart Gardner Museum.



# ALUMNI SPOTLIGHT

Danielle Lennox-Heichman (2009 STEP graduate) was born in Boston in December of 1990. She started studying music at the age of four through the FOCUS program and entered Project STEP at age five while studying violin with Dubravka (Dubi) Moshfegh. During her time at STEP, Danielle was a member of the Honors Quartet and also was the recipient of the Arthur Kravitz Scholarship, an honor bestowed on one advanced student annually who shows outstanding proficiency on their instrument. Danielle had many wonderful opportunities to perform in venues such as Boston Symphony Hall and the Wang Theatre. Most memorably, she had the opportunity to perform the Bach Double Violin Concerto with Project STEP alum Mariana Green-Hill and the Boston POPS during their 2008 season at Symphony Hall.

While a student at Project STEP, Danielle also attended New England Conservatory's (NEC) Preparatory School and performed in orchestra tours to both Greece and Costa Rica. While studying with the late Janet Packer through STEP, she attended Boston Arts Academy for high school as a music major. Danielle went on to study Music Performance at New York University under violinist Anton Miller.

Danielle eventually came back full circle and worked at the NEC Preparatory School for two years (2018-2021) and had the amazing opportunity to reconnect and work with Project STEP through the launch of the Bridge to Equity and Achievement in Music Program (Boston BEAM) where she served as the Student Advocate

for the New England Conservatory and worked closely with the staff and families of STEP. She also served on the faculty at fellow STEP alum Mariana Green-Hill's summer music program, Four Strings Academy.

Danielle currently resides in Boston and teaches privately. She continues to be a dedicated and avid player, with a particular love for chamber music and orchestra.



Danielle Lennox-Heichman (2009 STEP graduate)





# SUMMER CAMPS

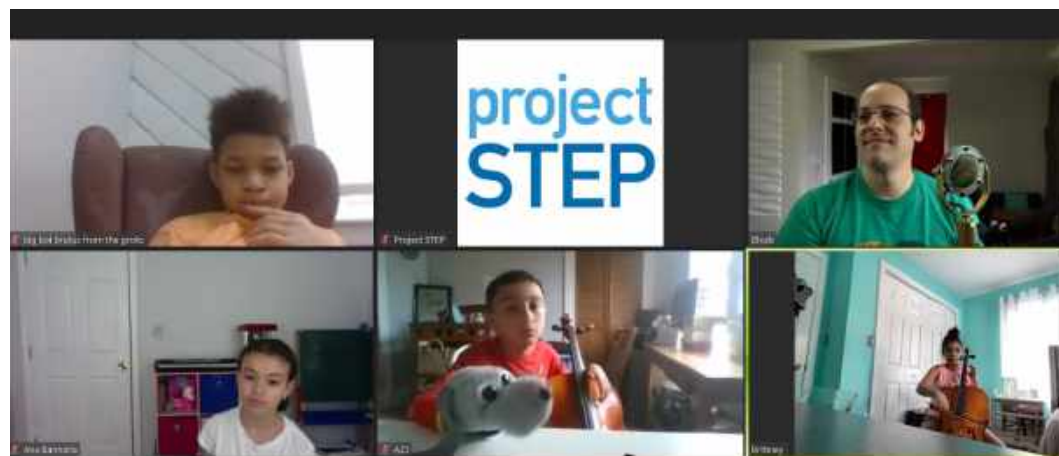
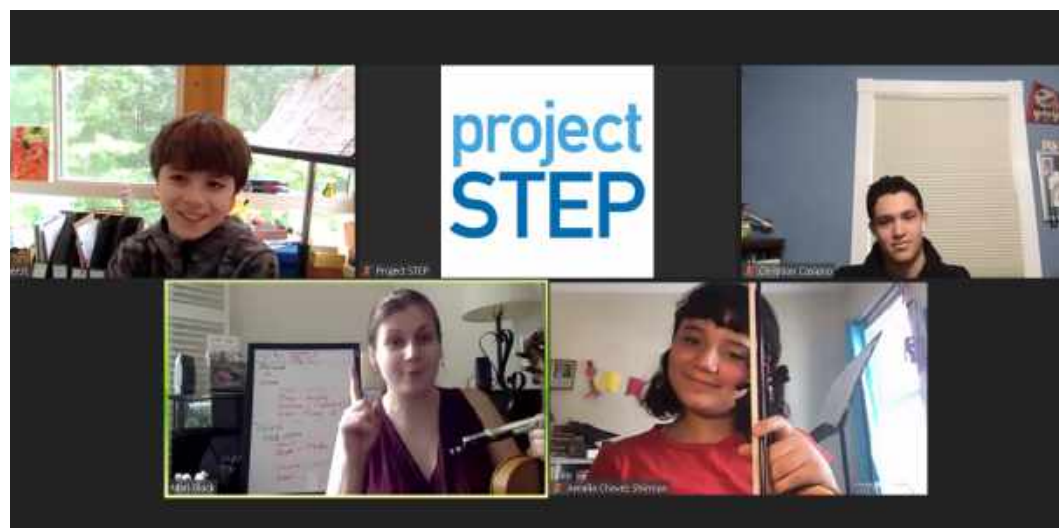
The summer of 2020 was highly atypical for Project STEP due to the global health crisis. Whereas our students normally would attend some of the top music camps locally, nationally, and internationally, STEP pivoted to come up with a solution that would keep our young musicians active, engaged, and learning safely by launching our first-ever online summer camp. Students developed their playing through group technique classes; participated in enrichment courses not offered during the year, such as fiddling, composition, and improvisation; and performed in masterclasses—all taught by a nationally renowned roster of teaching artists from groups such as the Silk Road Ensemble, the Boston Symphony Orchestra, and the Sphinx Organization.

In addition, some students attended other virtual programs, including Four Strings Academy, Rivers Conservatory, and the Online Solo Strings Intensive. It was extraordinary for our students to come together with like-minded peers who share their passion for music despite the pandemic.

In order to help cover the costs of these programs and make them accessible to all of our students, we combine funds from Project STEP with scholarships from the camps themselves and special support from the following generous funders: The Janey Fund, The Mary Saudek Jaffee Fund, The Ramsey McCluskey Family Foundation, The Willow Tree Fund, and Winsor Music.

*Photos left from top to bottom:* Cello Performance Workshop with Mickey Katz, Boston Symphony Orchestra; Fiddling Class with Mari Black, U.S. National Scottish Fiddle Champion; Improvisation Class with Mike Block, Silk Road Ensemble.

***Did you know?*** African American/Black musicians account for only 1.2% of our nation's orchestras and Latinx musicians make up only 1.6% (League of American Orchestras, 2016)



# SCHOLARS

## 2020 Charles H. Bond Scholars

**Suubi Laurent: Grade 8, Cello** (*below left*)

**Vida Lockett: Grade 8, Double Bass** (*below right*)

The Charles H. Bond Scholarship is given each year to two Project STEP students for their dedication to their music studies.



## George James Webb Scholarship

A special thank you to the Boston Society of the New Jerusalem for their generous support in honor of George James Webb. In celebration of their support, over the years they've invited Project STEP students to perform in their space, including Isabel Garita-Chin, the Project STEP Honors Quartet, Solomon Hearn and Amalia Ali.

## 2020 Eleanor L. Campbell Scholarship

**Solomon Hearn: Grade 12, Cello**

The Eleanor L. Campbell Fund was established in 2007 by her husband, The Honorable Levin H. Campbell. Scholars are chosen on the basis of merit, dedication, and community involvement.



## 2020 Kravitz Scholarship

**Christian Casiano: Grade 11, Violin**

The Kravitz Scholarship was established in 2007 in memory of Dr. Arthur Kravitz, a long-time supporter of Project STEP. As past President of the Board of Directors, Arthur loved classical music and believed strongly in the mission of STEP. This award is given each year to one advanced student for their commitment to their craft.





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Reflecting the 2019/2020 academic year

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2019/2020

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 Evelyn and John Neumeyer  
 Diana M. Nugent  
 Jordan Nunez  
 Thomas L. P O'Donnell  
 David Pap  
 Jane P. and D. Cosmo Papa  
 Anne Pearson  
 Ava Penman  
 David Perlman  
 Ann M. Philbin  
 Wendy Philbrick  
 Harold I. and Frances I. Pratt  
 Karine Querido  
 David and Rose Raduziner  
 Susie Ramirez  
 Peter and Suzanne Read  
 James and Beth Reardon  
 Renee Reid  
 Stephen Richard  
 Lee Ridgway  
 Barbara L. Roche  
 Laura Rood  
 Mary Rosenthal  
 Nancy Cirillo Ruggiero  
 Nicholas Russell

Robin Sallie  
 Adrya Sanchez  
 Dan Sandberg  
 Arthur I. and Patti B. Segel  
 Robert and Patricia Severance  
 Hagar and Dyango Shirman  
 Julie Silberman  
 Joshua and Randi Simons  
 Judith Singer  
 Thomas Skinner  
 Lois Smitherman  
 Claudia and Geoff Springer  
 Jacalyn Starr  
 Jonathan Stevens  
 Diana Stewart  
 Michael Tabak  
 James L. and Maude D. Terry  
 Benz Theodore  
 Gwendoline Thornblade  
 Julia Tobey  
 Joseph Tulchin  
 Rosamond Wadsworth  
 Loren Waldman  
 Martin Ward  
 Denise Gaffey and Jason Webb  
 Ruth Webb  
 Bernard Weichsel  
 Karen Weintraub  
 Rodney and Alisha Williams  
 Margaret Williams-DeCelles  
 Dudley H. and Sally S. Willis  
 Jeanette and Matthew Wittmeyer  
 Margaret Wolff  
 Paul Monsky and Beverly Woodward

+ *deceased*

# SUPPORTERS & FRIENDS

## ***Planned Legacy Gifts***

Jane and Mike Grossman

## ***Gifts in Honor of Diane M. Austin***

Anthony Buono  
Roger and Judith Kamm  
Wendy Philbrick

## ***Gifts in Honor of Emily Cotten***

Sanjay Aurora  
Stephen Richard

## ***Gifts in Honor of Norbert John***

Cornell Allen

## ***Gifts in Honor of Eric Maul***

Donnie Anderson  
Jeannette de Beauvoir

## ***Gifts in Honor of Jodie McMenamin***

Mary and Ben Jaffee

## ***Gifts in Honor of William and Betsy Moyer***

Evelyn and John Neumeyer

## ***Gifts in Honor of Ann Hobson Pilot***

Rebecca Bogers



## ***Gifts in Honor of Lorenzo Ye***

Marta Jimenez & Tao Ye

## ***Gifts in Memory of Daniel Boyk***

Lizabeth Britz

## ***Gifts in Memory of Jim Boyk***

Lizabeth Britz

## ***Gifts in Memory of Michael Burchell***

Barbara L. Roche

## ***Gifts in Memory of Eleanor L. Campbell***

Anonymous  
David and Holly Ambler  
Jocelyn Baumgarten  
The Honorable Bruce M. Selya  
Susan Carney  
John W. and Ann V. Cobb  
Edith L. Dabney  
Howard and Eleanor Garsh  
Doug Koplow and Michele Houdek  
Francie Karlen  
Bruce Kuhlik  
Lorraine Lyman  
Thomas L. P. O'Donnell  
William J. and Lia G. Poorvu  
Louise Riemer  
William and Holly Russell  
Arthur I. and Patti B. Segel  
Thomas Skinner  
Ruth Webb  
Karen Weintraub  
Leah R. and Brian C. Williams  
Dudley H. and Sally S. Willis  
Bradley Zlotnick

## ***Gifts in Memory of Welles Remy Crowther***

Alison Crowther

## ***Gifts in Memory of Arthur R. Kravitz***

Diana M. Nugent

## ***Gifts in Memory of Phyllis Levinson***

Nan Levinson

## ***Gifts in Memory of Dr. Daniel I. Palant***

Robert Abrams  
Marvin M. and Claire Ruth Antonoff  
Phyllis and Don Brick  
Frederic Jacobs  
David G. Kanter  
Boris and Natalya Katz  
Joan and Arnold Kerzner  
Barbara Palant  
James and Beth Reardon  
Lois Smitherman  
Loren Waldman

## ***Gifts in Memory of Judith Sandler***

Jack Campbell

## ***Gifts in Memory of George Seaman***

Evelyn A. McFadden

## ***Gifts in Memory of William Thomas***

Barret Brown





Kyra, Grade 2, Violin

## FOUNDATION, CORPORATE PARTNERS, & GOVERNMENT SUPPORT

A Far Cry  
 Anonymous  
 Alchemy Foundation  
 The Bellevue Fund  
 Charles H. Bond Trust  
 City of Boston  
 Boston Cultural Council  
 Boston Society of the New Jerusalem  
 Boston Symphony Orchestra  
 Boston University School of Music  
 Colonel Spencer Inn  
 Robert Lloyd Corkin  
 Charitable Foundation  
 Joan P. and Ronald C. Curhan  
 Family Fund  
 D'Addario Foundation  
 Eastern Bank Charitable Foundation  
 Martha Struthers and Donald C.  
 Farley, Jr. Family Foundation  
 The Gregory E. Bulger Foundation  
 Harman Family Foundation  
 The Janey Fund  
 Johnson String Instrument  
 The Klarman Family Foundation

The Kravitz Family Foundation  
 Liberty Mutual Foundation  
 Linde Family Foundation  
 The Mary Saudek Jaffee Fund  
 Massachusetts Cultural Council  
 The Andrew W. Mellon Foundation  
 Richard P. and Claire W. Morse  
 Foundation  
 Mu Phi Epsilon Foundation  
 The National Endowment for the Arts  
 New England Bio Labs  
 New England Conservatory  
 Novartis US Foundation  
 The Parents & Families of Project STEP  
 Rivers Conservatory  
 Savage Family Foundation  
 Somerton Summers  
 Lauren and Eric Stein  
 Family Charitable Fund  
 Tower Point LLC  
 The Michael T. Sherman Foundation  
 The Willow Tree Fund  
 Winsor Music



Project STEP's Core Program is supported in part by grants from the National Endowment for the Arts, the Massachusetts Cultural Council, and the Boston Cultural Council administered by the Mayor's Office of Arts and Culture.



## INSTRUMENTS

Every student in the Project STEP's core program is able to use a Project STEP instrument throughout their twelve years of musical training. Like Goldilocks, we have to find the right instrument for the right student, considering age, size, experience, and use. As the student grows, so does their instrument, and it is exchanged for the next perfect fit. Most students throughout the course of their studies will change through four different instruments at least, if not more. We also often need to replace instruments in our collection all together and/or make repairs. On average a student instrument can cost between \$1,000-\$10,000 and repairs can range from \$75- \$1,500. Let's not forget bows, instrument cases, and instrument care!

Your support directly helps us maintain a healthy collection of instruments for our students.



## SUMMER MUSIC CAMP

Each summer our students are presented with opportunities to attend summer music camp and take summer music lessons. We combine funds from individual donors (that's you!) with scholarships from the camps themselves and special support from generous funders including The Janey Fund, The Mary Saudek Jaffee Fund, The Willow Tree Fund, and Winsor Music. Approximately 80% of our students attend festivals and summer orchestra tours. Their local, national, and international music camp experiences are beyond compare.

# Project STEP: PLANNING FOR THE FUTURE

## YOUR SUPPORT STORY - WHY FUNDING COUNTS



## MENTORS & MASTERS

Not only does Project STEP have a student-to-student mentorship program, we also host masterclasses with world-renowned musicians, including STEP alumni. These opportunities for support and inspiration are instrumental to our students' music education and provide life-long memories and friendships.



## TEACHING ARTISTS

Project STEP works with the top musicians in the field to provide the very best education for our students. We have over 30 teaching artists from esteemed partnerships with: NEC, BSO, A Far Cry, and Rivers Conservatory.



**ORCHESTRA  
PRIVATE LESSONS  
MUSIC THEORY  
CHAMBER ENSEMBLES  
WEEKLY WORKSHOPS  
FOCUS INTRODUCTORY PROGRAM**

**CORE PROGRAM** - Every year, Project STEP must balance our fiduciary responsibility in parallel to each student's long-term music education. We support their training for up to 12 years, during grades 1-12. On average, every student entering the Core Program through FOCUS is considered a \$100K investment.

Students take up to 7 hours of music lessons on Saturdays throughout the academic year!

100% of our programming budget is allocated towards these Saturdays and other classes.

**1 STUDENT  
+12 YEARS  
=\$100,000**





# FINANCIALS

## Sources of Income FY2020

Support from Individuals	\$554,632*
Support from Foundation & Gov. Grants	\$254,168
Investment Income	\$47,200
In-Kind: Donated Space, Instruments, Services,	\$70,100
Program Fees & Honoraria	\$27,400

**Total Income** **\$953,500**

\*Individual support includes pledges receivable in the amount of \$161,950

## Use of Funds FY2020

Program	\$387,500
Administrative	\$208,200
Fundraising	\$69,300

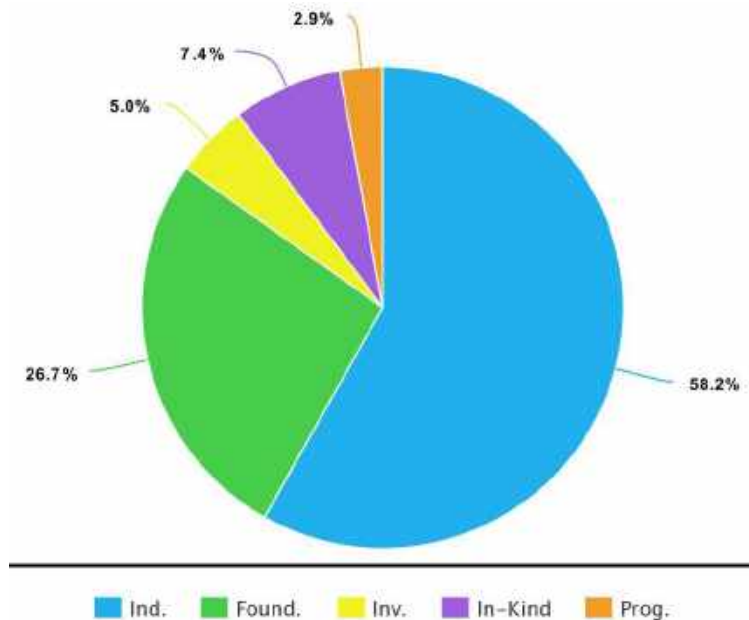
**Total Expenses** **\$665,000**

Change in Net Assets \$288,500

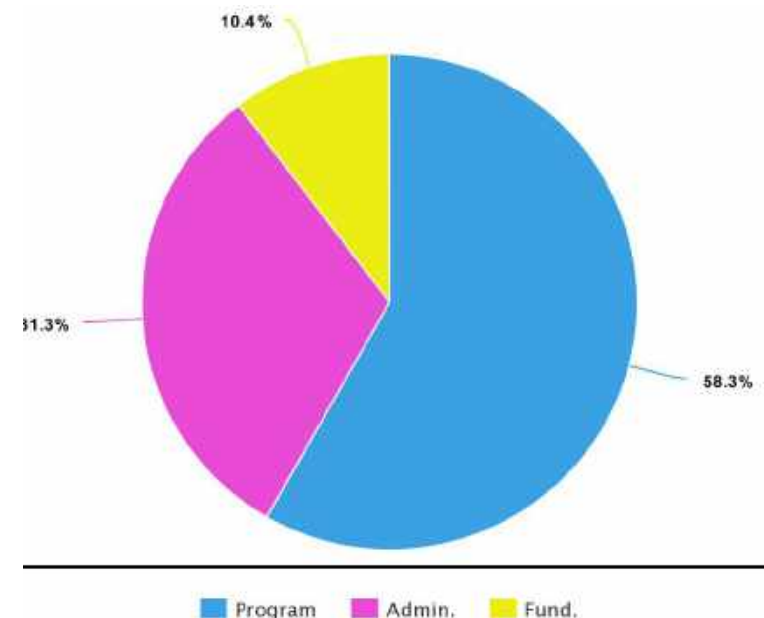
Beginning Net Assets \$2,222,700

**Ending Net Assets** **\$2,511,200**

## SOURCES OF INCOME \$953,500



## USES OF FUNDS \$665,000



# FINANCIALS

## Statement of Financial Position FY2020

	<u>2020</u>	<u>2019</u>
<b>Assets</b>		
Current Assets:		
Cash	\$ 258,200	\$ 168,100
Contributions receivable	184,700	57,200
Other current assets	5,900	5,500
<b>Total Current Assets</b>	<u>448,800</u>	<u>230,800</u>
Contributions receivable	77,000	38,000
Investments	1,978,300	1,871,100
Instruments & Equipment	79,600	96,500
<b>Total Assets</b>	<u>\$2,583,700</u>	<u>\$2,236,400</u>
<b>Liabilities and Net Assets</b>		
Current Liabilities:		
Accounts payable	\$ 13,400	\$ 4,200
Accrued expenses	9,500	9,500
<b>Total Current Liabilities</b>	<u>22,900</u>	<u>13,700</u>
Note payable	49,600	- 0 -
<b>Total Liabilities</b>	<u>72,500</u>	<u>13,700</u>
Net Assets:		
Without Donor Restrictions:		
Undesignated	536,100	272,300
Board designated for endowment	1,240,600	1,375,500
Total Without Donor Restrictions	<u>1,776,700</u>	<u>1,647,800</u>
With Donor Restrictions:		
Purpose restricted	347,400	187,800
Perpetual endowment	387,100	387,100
Total With Donor Restrictions	<u>734,500</u>	<u>574,900</u>
<b>Total Net Assets</b>	<u>2,511,200</u>	<u>2,222,700</u>
<b>Total Liabilities and Net Assets</b>	<u>\$2,583,700</u>	<u>\$2,236,400</u>





# project STEP

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Boston, MA 02115 | 617-267-5777  
[projectstep.org](http://projectstep.org)



All Photos by: Abdi Ali, Alberto Casiano, Boston Symphony Orchestra, or Project STEP unless otherwise noted.