



Providing Instruments for the Next Generation
P.O. Box 1963 Oak Park, IL 60304
pingopr@gmail.com
www.pingopr.org

PING! Overview and Fact Sheet

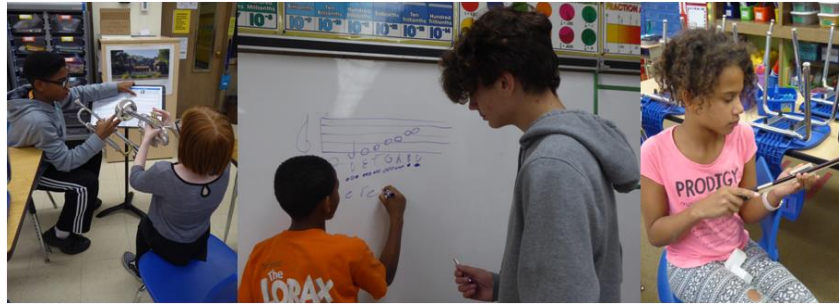
PING! Mission

PING! believes that participation in the arts is an essential and fundamental part of a child's educational experience that should be available to all students, regardless of family income.

PING! opens the doors to music education by providing musical instruments and music enrichment to families in need in Oak Park and River Forest working in collaboration with public school districts 90, 97 and 200.

Program Overview

- PING! loans mainly used, refurbished band and orchestra instruments to PING! students. In the last 5 years alone we have loaned a total of 100 – 160 instruments annually. The vast majority (average 80%) of these are to D97 students. PING! board members and volunteers are continually in contact with D97 staff and PING! parents and students to ensure that students have what they need to be successful in the instrumental music program, including delivery of instruments, supplies, upgrades and switchouts.
- PING! Mentor program pairs PING! middle school students with OPRFHS student musicians for one hour private music lessons and mentoring every other week throughout the school year. This program helps PING! students stay on par with their peers who can afford private music lessons. This year we have more than more than 28 mentor pairs in D97.
- PING! hosts enrichment workshops for D97 elementary children during the school year. Students participate in a music clinic with a professional musician and then receive a one-hour lesson with the PING! Mentor.
- PING! hosts several networking meetings each year to allow parents a chance to share and learn together. The discussions are designed to help PING! parents network and support each other, provide parents with ideas to help their children succeed in music, and disseminate information about our programming and opportunities available within and beyond D97.
- PING! assists students in locating, applying for, and financing summer music camps commensurate with their non-PING! peers' experiences and provides scholarships for the middle school band and orchestra field trips.
- PING! connects families to cultural activities in the community, by facilitating free or low cost tickets for local music performances.



PING! Eligibility Form for Parents

PING!'s mission is to open the doors to music to students in need. We are a volunteer-run organization, with limited resources. All families receiving PING! support must fulfill the requirements below.

Please check the boxes that reflect your student:

- Enrollment in band or orchestra class in school (**required**)

AND at least one of the following:

- Family is eligible for Free-Reduced Lunch status or Fee Waiver status
- Student is a foster child
- Student is being raised by a guardian or family member other than the parents
- Exceptional family circumstances at this time (example: single parent, temporary job loss/transition, family health issues, housing issues, special needs)
- Current family income makes renting an instrument a significant financial burden that would prohibit student(s) from participating

D97 PING! Enrollment Summary

PING! Enrollment by District

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
D97 total PING! students	97*	89*	91	125	116	131	143	144
Total D90 PING! students	14	12	7	9	9	12	2	4
Total D200 OPRF PING! students	17	16	21	22	23	22	17	13
Total PING! students	128	118	119	156	148	162	162	159
	76% D97 10% D90 13% D200	76% D97 10% D90 14% D200	76% D97 6% D90 18% D200	80% D97 6% D90 14% D200	78% D97 6% D90 16% D200	81% D97 7% D90 12% D200	88% D97 1% D90 11% D200	90% D97 2% D90 8% D200

Note: PING! participation rates reflect the decreasing level of low-income students in the District.

PING! Contribution to D97's Program

PING! accounts for an average of 10% of all D97 instrumental music students over the last 9 years.

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Total D97 instrumental music	<i>Info. not provided</i>	<i>Info. not provided</i>	1220	1199	1240	1184	1194	1245	1249	1212	1050
Total D97 PING! students	97	89	91	125	116	131	143	144	114	102	114
PING! % of total D97	NA	NA	7.5%	10.4%	9.4%	11.1%	12.0%	11.6%	9.1%	8.4%	10.9%

PING! Financial Statement

The following charts represent expenses and revenues from YE 2016-17. We are volunteer-run, with no staff or office space. We do pay a consultant to help with Mentor Program supervision and special projects. Over the last few years, we have been building an endowment because we fully expect to need to hire staff at some point soon and will need a new revenue stream to support staff costs.

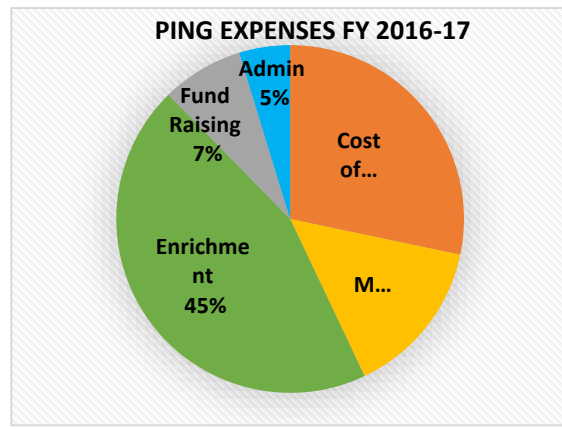
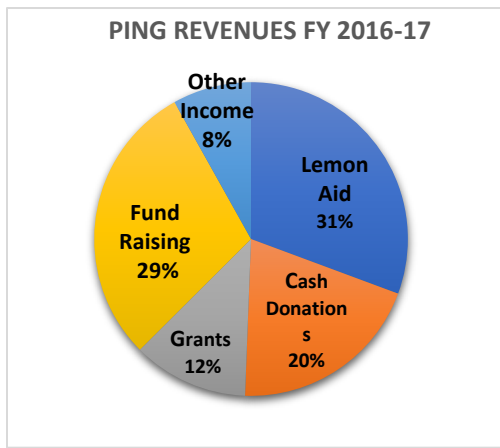
Our annual expenses generally range from \$35,000-\$39,000 per year. We generally raise \$40,000 - \$43,000 per year. Any excess goes to the endowment. Most of the revenue comes from individual donations from people in the community. Our board personally donates about \$3000 a year to pay administrative costs. The board also volunteers a cumulative average of about 80 hours a week during the school year to run the PING! program and organization.

Revenues

Fund Raising \$19,820 (29%)
Cash donations \$13,471 (20%)
Grants \$8,050 (12%)
Other income \$5,476 (8%)
LemonAid - one time grant \$20,700 (31%)

Expenses

Enrichment \$17,535 (45%)
• Workshops, summer camps, field trips, lessons
Cost of Providing Instruments \$11,099 (28%)
• Repairs, supplies, cases, purchases, tags
Mentoring \$5,747 (15%)
Fundraising \$2,978 (7%)
Administration \$1,858 (5%)



Note that in 2016 PING! received a one-time award of \$20,700 from LemonAid. This award was given with the intent of purchasing instruments, providing additional enrichment scholarships and providing additional private lessons for high school students. The "Enrichment" expense category includes: two elementary school workshops, summer music camp scholarships, middle school music field trip scholarships and private music lessons for high school students.

"Other income" includes: family fees (\$20 a year/family) sale of retired instruments, interest, etc. .

Awards and Recognition

- Mr. Holland's Opus Award (1999-2000)
- Oak Park Area Arts Council and Community Bank "Best in Class Award" (2000-2001, 2005-2006, 2008-2009, 2015-2016)
- Those Who Excel Award, Illinois State Board of Education (2003-2004)
- Staszak Award, Oak Park Education Foundation (2012-2013)
- Presentation about replicating the PING! Model, Illinois Music Educators Association annual conference (2012-2013)
- Paper and presentation about our mentoring model at University of New Mexico Mentoring Conference (2012-2013)
- LemonAid recipient (2016-17)

D97 Teacher Testimonials

“For some students, I believe (PING!) has made the difference between dropping out of the (music) program and staying in and being successful.” *D97 teacher*

“As for our PING! students I am proud to say that these students are working very hard and really seem to appreciate the opportunities they are receiving from PING! and the instrumental music program.” *D97 teacher*

“The OPRF community is so fortunate to have the PING organization in town providing instruments, support, and mentorship for our D97 music students. I brag about you ALL to my music teacher colleagues when I travel around to teach in other school districts or attend conferences/workshops.” *D97 teacher*

“You guys really are amazing!! :) I am thankful that we have an organization like PING! in our district. We are truly blessed....thanks for all that you do!!” *D97 teacher*

“The correlation between music education and improved academic achievement is clear. What may not be so clear is the far-reaching extent of the positive impact that PING! has had on the lives of these youngsters. By connecting families with their child’s education, parent involvement is improved. By providing a sense of pride and accomplishment, self-esteem is nurtured. By teaching responsibility, respect for self and others is enhanced. By introducing new experiences, opportunities for success are increased.” *Constance R. Collins, Ph.D, former D97 Superintendent of Schools*

PING! Parent Testimonials

"PING! is a great foundation. If not for PING!, my son would not be in marching band. Every kid needs something to hold on to in high school—so they don’t get lost. Music is a foundation piece. If you don’t have a foundation, you can forget about (being successful in school) Music was that foundation for my son." *Grandmother of a PING! student in high school*

“I would like to thank PING for the opportunities that have been open to my children through this great art form we call music, for without PING neither of my sons would be able to experience the joy for music that they both have.” *PING! parent*

“Music is giving (my daughter) more self-assurance and an identity.” *PING! parent*

“My son was losing interest in the trombone. If he hadn’t had PING! mentoring, he would probably have given it up.” *Mother of a PING! student*

Research Reference List – Benefits of Instrumental Music

- The research about the benefits of a music education (and specifically playing a musical instrument) is well documented. PING! is happy to provide references for these research findings.
- For insight into some of the benefits of playing music, see: Is Music the Key to Success? by Joanne Lipman, New York Times Oct. 12, 2013 <http://www.nytimes.com/2013/10/13/opinion/sunday/is-music-the-key-to-success.html>



Research Regarding the Importance of Music Education for At-Risk Youth

20% of all children in the public schools are from low-income families. About 21% of Oak Park residents are African American and 7% Hispanic. (NCES, 2009-2010). A history of racial integration and celebration of diversity creates a culture in which full access to community resources for all is desired and encouraged. However, a significant percentage of students--especially African American students-- is considered at-risk, and many schools have an "Academic Watch status" because of the achievement gap. Several community programs are in place to reverse this trend, and evidence exists that programs like PING! which provide small "interventions" that promote a sense of self-integrity and self adequacy" directly address the success for at-risk students (Cohen, 2009).

The PING! Mentor Program's design is to enrich the musical education of low-income children and give them an opportunity for success. Numerous studies have proven the link between music education and intellectual development, social development, spatial performance, and school achievement (Southgate and Roscigno, 2009). Music also provides students with opportunities for extracurricular activities that provide social and academic benefits (Broh, 2012). Oak Park and River Forest have cultivated excellent music programs, with outstanding music teachers who provide the benefits of music education and create environments in which traditionally at-risk students can succeed. Their classrooms offer students a sense of inclusion and community (Shields, 2011), opportunities for hands-on and active learning, peer groups in which to socialize, positive teacher roles models, opportunities to work cooperatively toward shared goals, and modes of instruction that appeal to different learning styles (Schuler, 1992). Adolescent mentoring has also been proven to be an effective tool in making transition from middle school to high school more successful (Karcher, 2009). PING!'s conclusion to this research is that the longer a student stays with music and the more personalized "touchpoints" they receive during that time, the more benefit they receive. Therefore, an objective of the Mentor Program is to help middle school PING! students stay in band and orchestra and also encourage them to continue with music in high school.