



MusicianCorps Program Components and Outcomes

MusicianCorps increases youth achievement and leadership by expanding access to music education. In exchange for 1-2 years of service, MusicianCorps Fellows receive a living stipend, health care and training. Key program components include:

- National Summer Training Camp for MusicianCorps Fellows;
- 10-month term of direct service with ongoing site-based training and development;
- National assessment and impact evaluation;
- Year-end Summit to foster best practices, collaboration and momentum for the field.

MusicianCorps Program Components

A. Summer Training Camp – MusicianCorps National Training Camp prepares Fellows for their service in classrooms and communities. The Camp includes two weeks of intensive study followed by two weeks of on-site practicum with observation and feedback. Ongoing training and leadership development complements pre-service study and strengthen MusicianCorps Fellows’ commitment to music and public service. Training curricula includes:

- Core curriculum and group engagement on teaching, learning and facilitation practices, evaluation, service and social entrepreneurship
- Class Management: small groups and one-on-one student tutoring and mentoring;
- Unit planning, Assessment & Teaching to the Standards;
- Teaching Methods to engage at-risk youth w/ diverse skills and backgrounds;
- “Music Public Service:” including: history, music-based advocacy, community-based and youth organizations and health interventions;
- Music educational software;
- Leadership and team building including group reflection and service learning;
- School-based/ site-specific training with teachers and nonprofit organizations.

B. Recruitment & Selection – MNS partners with colleges, music conservatories, community-based organizations and popular website communities to recruit musicians. MNS has already secured partnerships with many such entities in pilot cities and nationally. MusicianCorps Fellows are selected on the basis of their musical ability, commitment to community service, diversity and the specific skill sets required by individual direct service placements. MNS works closely with local sites to recruit and select the Fellows.

C. Activities, Outcomes, Measurements – Following the Training Institute, Fellows begin a 10-month term of direct service in high-quality music education and mentoring for at-risk youth – both in school and afterschool. Direct service activities include:

- Teaching Musician: Plan a curriculum and lead a class or small group;
- Music Mentor: provide one-on-one support for gifted and special needs students (IEPs);
- Music Lab Leader: Teach music educational software self-directed learning activities;
- Classroom/Clubhouse Assistant: Assist the lead teacher or afterschool director with classroom management, transition facilitation, and ensuring a safe environment;
- Musician Mentors Leader: Create and lead a Musician Mentors program.
- Music Volunteer or Guest Coordinator: Manage musical guests and volunteers;
- Band, Ensemble or Choir Director: Lead groups in collaboration and performance;
- Community-based, public performances and volunteering for “hidden audiences.”

Youth who work with MusicianCorps Fellows will demonstrate measurable progress as musicians, students and young leaders. MNS also measures program impacts on the Fellows themselves as well as placement site leadership.



TABLE 1. MUSICIANCORPS OUTCOME & MEASUREMENT TEMPLATE

Group	Activities	Outcomes	Measurements
Students / Youth	School-based	-Increased engagement and participation -Reduction in harmful behavior -Increased achievement and performance	-Attendance rates -Disciplinary incidents and offenses -Teacher evaluations -Non-music grades (for "arts integration" work only)
	Youth Development / Leadership	-Improvement in "innovation skills and life success habits" (see measurements)	-Pre-and post-surveys by students, Fellows, teachers and parents on: Imagining possibilities/Risk-taking, Persistence/Discipline, Collaboration/Teamwork, Reflection/Critical thinking.
	Musical	-Increased instrumental, compositional, improvisational, critique and performance skills -Increased appreciation of making music	-Portfolio-based skills using state standards Pre-and post-on frequency and joy of playing
MusicianCorps Fellows	Music Education / Service Develop.	-Teaching skill development -Increased likelihood of pursuing careers in music education and / or other public service	-Teaching Ed. credits (practicum) -% of Fellows continuing in music-based or other service profession -Pre-and post-on skills and confidence
	Personal Growth / Leadership	-Improvement in "life success" habits and outlook	-Pre-and post-surveys by students, Fellows, teachers and parents on: (see "success habits" above)
	Program Satisfaction	-Increased enthusiasm for music public service -Strong sense of program impact	-Monthly/annual retention rates -Program recommendations -# of kids served -Surveys/feedback
Directors	Satisfaction	-Non-profit leaders	-Surveys/feedback