

## VISION

The St. Louis Classical Guitar Society will be a Significant Community Resource and a National Model for Engagement Of its Community Through the Art of the Classical Guitar.

## MISSION

To Provide the Excitement and Intimacy of the Shared Experience Of Live Performance on the Classical Guitar by its Finest Artists,  
To Promote Widespread Understanding and Acceptance of our Art for People of All Ages, and  
To Provide Opportunity for All To Experience the Many Levels of Personal Growth and Musical Enjoyment to be Derived From Learning to Play and Perform on this Instrument.

## CORE VALUES

Sponsoring Experiences Of The Highest Artistic Quality;  
Conduct our Activities with Participation Open to All, with Special Concern for Those Without Previous Access to the Arts;  
To Leverage Our Resources Through Collaboration And Partnerships; and  
To Use Funding Efficiently, with Full Financial Transparency to the St. Louis Community.

## ORGANIZATIONAL ASSUMPTIONS

The Potential of Our Art Form to Engage and Enrich Communities Has Yet to be Realized

Most of our Community Members are Not Yet Familiar with our Mission

Wider Community Awareness of our Activities Will Lead to Increased Participation in Them

There are Current Contributors to our Organization who Would Become More Involved if We Reach Out to Them

There are Foundations that Would Support our Mission, Goals, and Objectives Once We Effectively Convey Them

## EDUCATIONAL ASSUMPTIONS

School Music Programs Would be Greatly Enhanced Through the Addition of Guitar to its Curriculum

There are Potential Competent Staff Members and Guitar Teachers Who Would Come to Work and Teach for Us for Market Compensation

The Educational Successes Being Experienced by the Austin Classical Guitar Society Can be Duplicated Here

## ORGANIZATIONAL RESOURCES

A unique and accessible instrument: familiar, well-liked, non-threatening, inexpensive, portable, versatile, sociable

A National Reputation for Excellence in Presenting

An Experienced Administrator and Experienced Contracted Assistants

A Small but Dedicated Friends Base

Stable History of Funding from National Endowment for the Arts, Regional Arts Commission, Missouri Arts Council, Arts and Education Council, Mid-America Arts Alliance, Whittaker Foundation, D'Addario String Foundation

Positive Relationships with Other Community Organizations, including Affinity Groups

## EDUCATIONAL RESOURCES

Positive Relationships with Local Universities, Guitar Programs and the St. Louis Public Schools

Guitar Curricula and Impact Assessments Being Developed by Other Organizations of Similar Mission and/or Scale

Additional and Continued New Funding Expected from New Sources, Especially for Education Activities

## ORGANIZATIONAL ACTIVITIES

Our Great Artist Series at the Ethical Society (Nationally Respected, Featuring World-Renowned Performers)

Special Performances at Sundry Venues (Have a Proven Wide Appeal)

Master Class Series at Local Universities (Under-appreciated Learning Opportunities)

Program with Social Events for Members (Has Potential for Expansion)

Guitar Orchestra of Members Meets Every Two Weeks (Potential Outreach Performances for Community Causes)

## EDUCATIONAL ACTIVITIES

Guitars and Accessories are Given to St. Louis City Public Schools (Through Successful Ongoing Fundraising from Individuals, Corporations, Foundations)

Educational Outreach to Students: Visits to City Public Schools, Morning Field Trip Performances at Ethical Society (Well-Received by Teachers, Administrators, and Students)

Supporting the St. Louis Public School District with a Developed and Effective Curriculum for Teaching Guitar in Schools, and Lesson Plans for Arts Integration to DESE Standards (To Be Developed)

## PERSONAL GROWTH

--Self-esteem will be enhanced. (10, 15, 23, 33)  
--Cognitive development will take place. (2, 23, 24, 28)  
--Emotional development occurs. (6, 36)  
--Students experience lower stress. (41)  
--Means of self-expression acquired. (33, 38)  
--Self-discipline is acquired. (3, 32)  
--Problem solving and critical thinking skills are enhanced. (13, 24)  
--Reading for pleasure occurs nearly twice as often. (11)

---Students will be exposed to relatable role-models that encourage goal setting and strong work ethics.

--The proportion of minority students with a music teacher role-model was significantly larger than for any other discipline. (22)

--Students exhibit greater interest in other subjects. (35)  
--Students are exposed to music from other historical periods and cultures. (30)  
--Students learn craftsmanship and acquire instrumental skills. (31, 36)

---Social relationships and empathy for others are improved. (30)

--Positive work ethics and pride in their work are acquired. (31)

## ACADEMIC OUTCOMES

--SAT scores, both verbal and math, will show significant increases; this holds true regardless of socio-economic background. (2, 3, 18, 29)  
--Young people who participate in the arts for at least three hours on three days each week through at least one full year are:  
    4 times more likely to be recognized for academic achievement;  
    3 times more likely to be elected to class office within their schools;  
    4 times more likely to participate in a math and science fair;  
    3 times more likely to win an award for school attendance;  
    4 times more likely to win an award for writing an essay or poem. (11)

--School music programs will be strengthened due to increased participation via guitar classes. (10)  
---Students experience the value of group goal-oriented activities, comraderie, responsibility for their role within a group setting. (32)

--Student attendance will be improved. (11)  
--Students' reading ability will be enhanced. (2, 5, 14, 27, 41)  
--Students' math skills will be enhanced. (2, 3, 14, 17, 26, 27)  
--Students experience a sense of belonging and safety in class. (10,15)

--Students will exhibit better grades than would have been expected. (20)  
--Parents attending concerts with their children has a positive effect on reading and mathematic achievement. (14)

## PERFORMANCE-BEHAVIOR OUTCOMES

--Students will exhibit fewer behavior problems. (13, 37)  
--Students exhibit quality task performance, goal setting. (13)  
--Schools will experience increased school graduation rates. (9, 25)  
--More students than are current will graduate with the personal skills, academic achievement, and motivation to attend college or further schooling of some sort.  
--Has a measurable impact on at-risk youth in deterring delinquent behavior and truancy problems. (12, 19)

--Young artists, as compared with their peers, are likely to:  
    Attend music, art, and dance classes nearly three times as frequently;  
    Participate in youth groups nearly four times as frequently;  
    Perform community service more than four times as often. (11)

--Students who took an active part in band or orchestra have the lowest use alcohol, drugs and tobacco. (16, 34)

--Students learn to conquer fear and take risks (34, 40)  
--Students experience the demands and joys of public performance. (40)

--Participation and attendance at artistic activities goes up.  
--Audiences for Our Evening Performances will have Grown to Full-Venue Capacity.

## SOCIETAL OUTCOMES

--Alternatives to destructive and truant behavior are modeled and measurable. (12)

--The climate of high expectation, discipline, and academic rigor that attracts business to relocate into our community will be enhanced. (13, 33)

--The rate and social cost of imprisonment goes down, rate of productive citizenry goes up.

--More Opportunities for parental, community, and business involvement with the schools. (13)

--Students' Family relationships are enhanced.

--66% of music majors who applied to medical school were admitted, the highest percentage of any group. (21, 39)