With your support, NYC students collectively spent 1,000,000 hours in ETM partner school programs.
DEAR FRIENDS,

We’ve had a tremendous year helping students excel in school and in life with the benefit of a well-rounded education.

In the 2016-2017 fiscal year, ETM unveiled a new, state-of-the-art music technology lab, the fourth such lab in five years and we partnered with eight new schools throughout New York City.

ETM has seen tremendous growth over the last 20 years, doubling in size between 2012 and 2016. Yet, we know there continues to be a tremendous need for high-quality education for all children. ETM is poised to meet these needs now and into the future. We will reach more children next year and have a larger, sustainable impact across New York City because of you.

As we continue building organizational capacity both to support the growth to date and support increased impact in the future, we are excited about the coming year for Education Through Music.

Together we are changing more lives through quality music education.

Katherine Damkohler
Executive Director

Richard Bernstein
ETM Board Chairman
We reached 27,000 students in 2016-2017.
During the 2016–17 school year, Education Through Music worked to support student learning in music and in all areas and to build capacity among school and community members to sustain programs. ETM used music to support the education of nearly 27,000 inner-city students through partnerships with 46 New York City schools in all five boroughs in New York City.

OVER THE COURSE OF THE YEAR ETM PROVIDED:

• Students with comprehensive, sequential, and skills-, and standards-based music instruction as well as enrichment programs.
• Music teachers with ongoing training, mentoring, and oversight.
• Classroom teachers with professional development.
• Principals with leadership and program management guidance.
• Parents and community members with opportunities to learn about music education and to see their children perform.

This year, ETM strengthened infrastructure in an effort to improve program quality and deepen our impact on students. We especially focused on improving mentoring and professional development for music teachers. Training enhancements included broadening workshop topics by engaging guest facilitators, with multiple sessions addressing teaching in an urban environment. Enhancements to instruction included the fall launch of a music technology lab at M.S. 529 in the Bronx. Students experienced enlivened instruction through keyboard workstations that include the latest music-making software.
GENERAL MUSIC INSTRUCTION AND CURRICULUM

Students received 33–45 general music classes during the school year. On each grade level, music teachers incorporated a variety of age-appropriate methods to engage students in participatory learning of musical and cognitive skills. Lessons included singing and playing instruments, such as: xylophones, hand percussion, and recorders in grades K–5 and guitars in grades 6–8. Middle school-level instruction also incorporated music technology.

Instruction continued to follow ETM’s grade-level music curriculum, which was addressed throughout ETM’s music teacher training. Music teachers assessed students via performances, quizzes, portfolios, and homework. Beyond teaching students musical skills and knowledge, music teachers used music to support learning in other areas. One teacher shared, “I used Peter and the Wolf during a unit with my second grade students, where we explored the process of creating and expressing a fictional narrative. It was a highly interactive lesson where music, English Language Arts, and social sciences all intersected in the music classroom.” Other teachers reported supporting lessons including American history, geography, fractions and division, and the life cycles of plants and seasons.

Partner schools hosted winter concerts in December and January and spring concerts took place in April, May, and June. Every partner school student performed in these school-wide concerts, which allowed them to showcase their new skills and accomplishments to peers, parents, local government representatives, and their wider school communities.

ELECTIVE ENSEMBLES

Elective choral programs were offered at 30 partner schools, through rehearsals held at least once a week before, during, or after school. Over 900 students participated in a choral program, improving listening skills, learning stage presence, and developing their voices. Choirs performed in school-wide concerts and special performances, such as ETM’s annual gala.

Instrumental programs expanded to eight string orchestras and 18 bands engaging nearly 1,400 students in grades 4-8 in more advanced instrumental instruction and performance. Interested students attended two to three full ensemble rehearsals per week in addition to weekly group lessons. Each student rented or borrowed an instrument, with ETM providing financial aid so that all interested students could participate. Band and string orchestra
students deepened their musical proficiency and developed discipline, concentration, and cooperation skills. Most ensemble students made debut performances at “Breakfast with the Band/Orchestra” events in January, February, and March, and some advanced ensembles performed at community events.

In June, band, orchestra and choral ensembles participated in the annual “ETM Festival” at Lehman College’s Center for Performing Arts.

ETM’s ensemble programs continued to be popular among principals, students, and parents. Principals have reported positive correlation between ensemble participation and higher school attendance. Many teachers and principals have reported positive behavioral changes among students. For example, at P.S. 91 in the Bronx, one student struggled with socializing at school until he joined the school’s orchestra. Huey often misinterpreted his classmates’ actions and started fights. Then he started playing the cello in the school’s orchestra, which helped him learn how to understand social cues and make friends. His music teacher shared, “Succeeding at the cello has given him confidence and greatly boosted his self-esteem.” Music is providing Huey with a constructive outlet for his emotions.

ADDITIONAL OPPORTUNITIES
Several schools created small after-school groups such as chamber orchestra, jazz band, drama club, and percussion-specific ensembles focusing on Boomwhackers and world drumming.

Groups of partner school students performed at special events around their communities, which helped schools increase their visibility and engage more deeply with parents and community members. For instance, sixth-graders from St. Ann’s School in East Harlem wrote an original song, “Soar,” under the guidance of singer-songwriter Anne Buckle and in collaboration with the Country Music Hall of Fame. The band at P.S. 76 in the Bronx performed in the Bronx Week Parade for the seventh year in a row. Multi-platinum singer Josh Groban visited and sang with choir students at P.S. 91 in the Bronx, Grammy Award-winning violinist Joshua Bell visited and played with the school’s orchestra, and Bell and string trio Time For Three performed with Co-op City middle school M.S. 180’s orchestra students at ETM’s annual Gala. These opportunities inspire ETM students to take their musicianship seriously.
Who we serve

ETM believes EVERY child should receive music education at our partner schools

90% of students qualify for free or reduced-price lunches

90% of students have special needs

14% of students are English language learners

92% of students of color
MUSIC TEACHER TRAINING
ETM delivered over 100 hours of ongoing training and professional development to music teachers (both those employed by ETM and those who have been hired by partner schools) through ETM Academy. Eight days of intensive workshops before the start of the school year strengthened music teachers’ knowledge of pedagogy and music methodologies and addressed ETM’s curriculum and approach to integration. Workshop topics included: classroom structure and management, lesson and unit planning, rubric and assessments, incorporating technology into instructions, and rehearsal strategies. Guest facilitators were brought in to offer expertise on areas, such as special needs instruction and diversity in schools, and training prepared teachers to serve at-risk populations and communities, addressing how to tailor instruction to an urban environment and making instruction more interactive for students. Twenty-four additional sessions were held from September through March, covering topics such as: ensemble instruction, SMART Board technology, and repertoire.

Each music teacher received ongoing mentoring from an ETM Music Teacher Mentor, through regular site visits, monthly observations, and informal and formal evaluations. Teachers also had access to ETM’s resource library and were encouraged to build a support network among each other. Music teachers responded positively to ETM’s training and support. One shared, “I found the respectful description of the characteristics of students with special needs very useful. The workshop made me realize ways to differentiate instruction, strategies to support and value these students, and how to employ hands-on activities and digital resources [within] special education instruction.”

CLASSROOM TEACHER PROFESSIONAL DEVELOPMENT
ETM program staff provided professional development to the non-music classroom teachers at partner schools. At each new partner school, the Director of Programs delivered an introductory “Why Music?” session to build buy-in for the music program among school faculty. ETM’s Professional Development Specialist (PD) developed and strengthened classroom teacher PD content and activities and expanded workshop offerings compared to the prior year, based on feedback from principals and classroom teachers. Workshops were regularly tailored to complement partner schools’ educational
We hired 37 new music teachers

ETM provided music teachers over

100

HOURS

of Professional Development
priorities or initiatives. The Specialist used current educational trends and best practices to inform her design of PD. Sessions addressed topics such as “Story Soundtracks and Active Listening,” “Musical Mnemonics for Social Studies,” and “Improvisation to Unlock Creativity Across Curriculum.”

Classroom teachers enjoyed hands-on music-making activities and indicated that these activities were effective at conveying the importance of music education. For instance, after a “Music and Math” workshop at P.S. 75 in Brooklyn, one teacher shared, “I like that the workshop presented a way to think outside the box to engage students. I began to understand that you can use music to capture their attention—especially younger students.” Another teacher from M.S. 529 in the Bronx commented, “I was completely engaged with the “Story & Soundtracks” session. I loved discovering how music can promote a deeper understanding of reading and writing among students, and I plan on using rhythm tracks from this session to help students improve their math fluency.”

**PRINCIPAL GUIDANCE**

 Principals received one-on-one guidance on program management, assessment, budget planning, and identifying funding resources. ETM provided ongoing support to, and maintained communication with, principals during the school year. A group meeting was held in June, where principals reviewed successes and challenges, introduced ETM to potential new partners, and planned for the coming year.
ETM continued its broader efforts to build advocacy and understanding for music education, influence community support, and facilitate the long-term survival of music programs. In addition to professional development for classroom teachers and collaboration with principals, we conducted outreach to parents. This included requiring music teachers to speak to parents before each student concert to explain why ETM is at the school and why music is an important part of children’s education, as well as conducting interactive parent workshops at a quarter of partner schools.

We continued to promote community awareness and engagement by inviting government officials to student concerts. Some visitors in 2016–17 included: New York City Council Member Andy King and Kevin Riley, Community Relations Director in the New York State Assembly Speaker Carl Heastie’s office, who both attended the opening of the music technology lab at M.S. 529 in the Bronx. NYS Senator Leroy Comrie and NYS Assembly Member Matthew Titone visited a fifth-grade music class at P.S. 57 in Staten Island. NYS Senator Gustavo Rivera attended the winter concert at P.S. 51 in the Bronx. A representative from New York City Council Member Andy King’s office attended the ETM Festival at Lehman College in the Bronx.

Each partner school provided some level of financial support for their music programs. Of 38 continuing partner schools, nine hired their music teachers to school staff in September 2016, making the music teacher salary a part of the school budget, and 18 increased their direct financial commitment to ETM from 2015–16 to 2016–17. This is in line with our long-term goal of helping schools build music education into their budgets over time.
# Partner Schools

## Bronx
- P.S. 42
- P.S. 43
- P.S. 48
- P.S. 51
- P.S. 68
- P.S. 72
- P.S. 76
- P.S. 87
- P.S. 91
- P.S. 96
- P.S. 103
- P.S. 169
- P.S. 182
- P.S. 195
- P.S. 242
- P.S. 277
- P.S. 357
- P.S. 359
- P.S. 369
- P.S. 392
- P.S. 424
- P.S. 481
- P.S. 483
- P.S. 567
- P.S./I.S. 89
- P.S./M.S. 214
- P.S./M.S. 498
- M.S. 180
- M.S. 181
- M.S. 355
- M.S. 529
- St. Angela Merici School
- St. Anselm
- St. John’s School

## Queens
- P.S. 106
- P.S. 154
- P.S. 175
- P.S. 244
- P.S. 343
- St. Thomas the Apostle

## Brooklyn
- P.S. 75
- P.S. 309

## Staten Island
- P.S. 21
- P.S. 39
- P.S. 57

## Manhattan
- St. Ann’s School
Education Through Music raised over $900,000 for its New York City music education program at its annual Children’s Benefit Gala held June 12, 2017, at Cipriani 42nd Street. This highly-anticipated annual gala is ETM’s largest fundraising event supporting the steadily growing roster of school and students who benefit from music education as part of a complete academic curriculum. The Gala honored real-estate giant, Cushman & Wakefield for their generous support of music education in New York City schools. John Santora, Vice Chairman, President, Tri-State Region, accepted the award on behalf of Cushman & Wakefield.

NBC sportscaster Bob Costas served as master of ceremonies and kicked-off the evening sharing his insights about the important benefits of music, like sports, on a child’s overall academic and social development. Guests were then treated to special performances by ETM partner school students; Grammy Award-winning violinist and longstanding ETM Board member Joshua Bell; international opera superstar Renée Fleming and string trio sensation Time for Three.

Esteemed auctioneer Selby Kiffer oversaw the live auction of items including exclusive vacations and entertainment experiences and Bill Evans, senior meteorologist for WABC-TV in New York City ran the evening’s paddle-raiser netting an overwhelming $200,000.

The evening included a sumptuous dinner, world-class entertainment and one-of-a-kind live and silent auction items for the 450 guests, including actress and singer Vanessa Williams and America’s Got Talent 2016 winners Raii and Whitney Smith.

“The Children’s Benefit Gala is the highpoint of our fundraising year because if unites all the generous sponsors, donors, friends, students, principals and teachers as well as ETM staff members and volunteers for an evening of celebration of all that we have accomplished through the ETM program,” says ETM Executive Director Katherine Damkohler. “We are truly blessed. The ETM music education program’s steady growth over the last 26 years — doubling in size between 2012 and 2016 — would not be possible without the overwhelming support of our generous contributors. The funding we receive at the Children’s Benefit Gala and throughout the year will greatly increase the impact and expansion of our program over the coming years.”
ETM Festival Showcased Record Number of Students Performing at Lehman College

Partner schools students performed at the annual ETM Festival concert featuring eight orchestras, two choirs and 17 bands from Manhattan, Queens, Staten Island and Bronx inner-city elementary and middle schools on June 6th and June 7th at Lehman College. Over 1,300 students represented their schools’ ensembles in a professional performance venue. Students celebrated their musical achievement, performing alongside their peers for a crowd of school and community supporters. Featured ensembles on June 6, 2017 and June 7, 2017 included:

<table>
<thead>
<tr>
<th>June 6, 2017</th>
<th>June 7, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 87 Orchestra (Bronx)</td>
<td>P.S. 72 Band (Bronx)</td>
</tr>
<tr>
<td>M.S. 529 Orchestra (Bronx)</td>
<td>P.S. 42 Band (Bronx)</td>
</tr>
<tr>
<td>P.S. 169 Orchestra (Bronx)</td>
<td>P.S. 103 Band (Bronx)</td>
</tr>
<tr>
<td>P.S. 175 Choir (Queens)</td>
<td>P.S. 154 Band (Queens)</td>
</tr>
<tr>
<td>P.S. 68 Orchestra (Bronx)</td>
<td>P.S. 76 Band (Bronx)</td>
</tr>
<tr>
<td>P.S. 91 Orchestra &amp; Choir (Bronx)</td>
<td>P.S. 195 Band (Bronx)</td>
</tr>
<tr>
<td>St. Ann Orchestra (Manhattan)</td>
<td>M.S. 180 Band (Bronx)</td>
</tr>
<tr>
<td>P.S. 182 Orchestra (Bronx)</td>
<td>P.S./M.S. 89 Band (Bronx)</td>
</tr>
<tr>
<td>M.S. 180 Orchestra (Bronx)</td>
<td>P.S. 39 Band (Staten Island)</td>
</tr>
<tr>
<td></td>
<td>P.S. 369 Band (Bronx)</td>
</tr>
<tr>
<td></td>
<td>M.S. 355 Band (Bronx)</td>
</tr>
<tr>
<td></td>
<td>P.S. 277 Band (Bronx)</td>
</tr>
<tr>
<td></td>
<td>P.S. 48 Band (Bronx)</td>
</tr>
<tr>
<td></td>
<td>P.S. 359 Band (Bronx)</td>
</tr>
<tr>
<td></td>
<td>P.S./M.S. 498 Band (Bronx)</td>
</tr>
</tbody>
</table>

“We are excited to celebrate the accomplishments of our students at the annual ETM Festival, our year-end performance showcasing our partner school students’ musical achievements,” says ETM Executive Director Katherine Damkohler. “It is so gratifying to witness the transformation of these students into confident musicians who have devoted themselves to learning their instrument and repertoire. The ETM Festival is the culmination of all their hard work on large-scale concert stage.”
Education Through Music (ETM), in partnership with One World Middle School M.S. 529 in the Bronx, unveiled its new, state-of-the-art music technology lab on Wednesday, October 6, 2016. The classroom, equipped with 32 student workstations, was designed to serve all students with a comprehensive and sequential music curriculum in a hands-on, project-based learning environment.

“One World Middle School is thrilled to have this state-of-the-art classroom to inspire student learning through both technology and music,” said Patricia Wynne, M.S. 529 principal. “This lab continues our commitment to ensure that each student has the best educational experience possible.”

**EACH WORKSTATION IS OUTFITTED WITH:**

- 27-inch Apple iMac computer
- Korg M50-61 note MIDI keyboard
- Saffire Pro40 audio interface by Focusrite
- Yamaha electric/acoustic guitar
- Peripole tenor ukulele
- Shure SM58 microphone

“Nearly all kids listen to music outside of school – it is everywhere. Through this technology, students become the music makers, not only the music listeners. They’re able to satisfy national and local curricular requirements, while relating it to their own life experiences,” said Nick LaFleur, Deputy Director, Partner School Programs for Education Through Music.

Students will find themselves on the cutting edge of music technology, working in programs like Apple’s Logic Pro X and Garage Band. They will use Finale Notation Software to create, edit, audition, print and publish musical scores. They will also work through some computer-assisted instruction programs, namely Musition and Auralia by Rising Software. These programs support independent learning through ear training and music theory exercises.

Andy King, City Council Member and Paul King, Executive Director of the Office of the Arts and Special Projects for the New York City Department of Education spoke on the importance of music education in schools during the event’s reception.

“Through music and art, we find the next Picasso,” said Andy King. “Through music and art, we find the great mind that decides that they want to find a cure for something that we can’t figure out today. So, I’m just so grateful to be a part of whatever I can do to find and place some funding that will help children develop and be stronger adults.”

While all of the computers are networked together using Apple Remote Desktop, the audio is networked separately using Korg’s Group Education Controller 5 (GECS). The GECS, currently “the most advanced system in group instruction technology,” allows the music teacher to connect audio from different workstations together so students can communicate, perform and collaborate on musical projects.
## STATEMENTS OF ACTIVITIES

YEARS ENDED AUGUST 31, 2017 AND 2016

### Changes in Unrestricted Net Assets

**Revenues and Other Support**

<table>
<thead>
<tr>
<th>Item</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$2,155,370</td>
<td>$1,324,004</td>
</tr>
<tr>
<td>Benefit and event income</td>
<td>$658,135</td>
<td>$774,050</td>
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<tr>
<td>Less: Direct fundraising costs</td>
<td>(133,714)</td>
<td>(168,941)</td>
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<tr>
<td>Program income</td>
<td>$1,791,511</td>
<td>$1,807,853</td>
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<tr>
<td>Donated goods and services</td>
<td>$33,810</td>
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<tr>
<td>Interest and dividend income</td>
<td>$8,366</td>
<td>$8,318</td>
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<tr>
<td>Unrealized gain (loss) on investments</td>
<td>$16,133</td>
<td>$8,593</td>
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<tr>
<td>Miscellaneous income</td>
<td>$118</td>
<td>$24</td>
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<tr>
<td><strong>Total Revenues and Other Support</strong></td>
<td>$4,529,729</td>
<td>$3,742,015</td>
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</tbody>
</table>

Net assets released from restrictions

<table>
<thead>
<tr>
<th>Item</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction of time and program restrictions</td>
<td>623,535</td>
<td>845,123</td>
</tr>
<tr>
<td><strong>Total Revenues and Other Support</strong></td>
<td>5,153,264</td>
<td>4,587,138</td>
</tr>
</tbody>
</table>

**Expenses**

<table>
<thead>
<tr>
<th>Item</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services</td>
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<tr>
<td>Education</td>
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<td>$3,510,829</td>
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<tr>
<td>Supporting Services</td>
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<tr>
<td>Management and general</td>
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<td>$271,586</td>
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<tr>
<td>Fundraising</td>
<td>$509,167</td>
<td>$547,482</td>
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<td><strong>Total Supporting Services</strong></td>
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<td>$819,068</td>
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<td><strong>Total Expenses</strong></td>
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<td>$4,329,897</td>
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<tr>
<td>Increase in Unrestricted Net Assets</td>
<td>$145,393</td>
<td>$257,241</td>
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</table>

### Changes in Temporarily Restricted Net Assets

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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Contributions</td>
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<td>$1,228,157</td>
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<tr>
<td>Net assets released from restrictions</td>
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<td>(845,123)</td>
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<tr>
<td><strong>Increase in Temporarily Restricted Net Assets</strong></td>
<td>$526,126</td>
<td>$383,034</td>
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<tr>
<td>Increase in net assets</td>
<td>$671,519</td>
<td>$640,275</td>
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<tr>
<td>Net assets, beginning of year</td>
<td>$2,779,732</td>
<td>$2,139,457</td>
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</tbody>
</table>

**Net Assets, End of Year**

<table>
<thead>
<tr>
<th>Item</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Assets, End of Year</strong></td>
<td>$3,451,251</td>
<td>$2,779,732</td>
</tr>
</tbody>
</table>

*These statements have been audited by Lutz & Carr LLP. Complete audited statements are available upon request.*
## STATEMENTS OF FINANCIAL POSITION

**AUGUST 31, 2017 AND 2016**

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
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</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$2,426,458</td>
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<tr>
<td>Investments</td>
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<tr>
<td>Unconditional promises to give</td>
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<tr>
<td>Unrestricted</td>
<td>83,500</td>
<td>-</td>
</tr>
<tr>
<td>Restricted to future programs</td>
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<td>526,122</td>
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<tr>
<td>Accounts receivable</td>
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<tr>
<td>Prepaid expenses</td>
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<td>23,669</td>
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<tr>
<td>Property and equipment, at cost, net of accumulated depreciation</td>
<td>54,742</td>
<td>58,809</td>
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<tr>
<td>Security deposit</td>
<td>34,317</td>
<td>34,293</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td>$3,506,364</td>
<td>$2,847,209</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liabilities and Net Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$55,113</td>
<td>$67,477</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td></td>
<td></td>
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<tr>
<td>Operating</td>
<td>991,228</td>
<td>973,923</td>
</tr>
<tr>
<td>ETM Special Fund</td>
<td>377,490</td>
<td>249,402</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>1,368,718</td>
<td>1,223,325</td>
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<tr>
<td>Temporarily restricted</td>
<td>2,082,533</td>
<td>1,556,407</td>
</tr>
<tr>
<td><strong>Total Net Assets</strong></td>
<td>3,451,251</td>
<td>2,779,732</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td>$3,506,364</td>
<td>$2,847,209</td>
</tr>
</tbody>
</table>

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$350,000 and Above
CMA Foundation
William & Muriel Elliott Foundation
The Music Man Foundation

$100,000 to $349,999
Jerome L. Greene Foundation
New York City Department of Cultural Affairs
Steinway & Sons

$50,000 to $99,999
Anonymous
Brodsky Family Foundation
Katherine D. Elliott and Richard S. Abramson
Emily Davie and Joseph S. Kornfeld Foundation
New York City Council Speaker Melissa Mark-Viverito
Michael R. Schaefer and Eric Nikoloff
The Weissman Family Foundation

$25,000 to $49,999
Cushman & Wakefield
Goldman Sachs
The Leir Charitable Foundations
National Endowment for the Arts
The New York Community Trust
New York State Education Department
Stavros Niarchos Foundation
David Stiepleman and Carey Lifschultz

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