### Examples of Abbot Grant Proposals by Students

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Amount</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's Forum - Author and Feminist Speaker Roxanne Gay</td>
<td>$9,681</td>
<td>2-6</td>
</tr>
<tr>
<td>Drumline Upgrades and Expansion</td>
<td>$5,993</td>
<td>7-16</td>
</tr>
<tr>
<td>Blue Shift-STEM based Magazine</td>
<td>$6,000</td>
<td>17-21</td>
</tr>
<tr>
<td>Music MD's</td>
<td>$800</td>
<td>22-27</td>
</tr>
</tbody>
</table>
Name of Proposal: WoFo Brings Author and Feminist Speaker Roxane Gay to Campus

Proposal Narrative:

I. Executive Summary

Women’s Forum (WoFo) is a student led group on campus that hosts discussions on gender and activism. With this Abbot Grant, we hope to bring a speaker on campus who would further campus gender discussions by talking about feminism through an intersectional lens. We specifically propose to bring author and professor Roxane Gay to give a hybrid reading/lecture about intersectional feminism in the context of her writing and her own time at boarding school.

Dr. Roxane Gay received her Ph. D in 2010 from Michigan Technical University in Rhetoric and Technical Communications and currently teaches at Purdue University. Her written work has appeared in Best American Short Stories 2012, Oxford America, American Short Fiction, The New York Times Book Review, Time, Salon, and many other publications. She is co-editor of PANK, a nonprofit literary arts collective that publishes promising writers. She also authored Ayiti, An Untamed State, Bad Feminist, and Hunger, coming out in 2016. Common themes in her work include race, gender, and pop culture. In her writing and public appearances, which have included a TED talk, Dr. Roxane Gay has addressed gender issues with unparalleled complexity and nuance and gives specific steps towards combating social inequalities. With her engaging discussion on feminism and her personal connection with boarding school, having attended Phillips Exeter Academy, she will bring a relatable and essential perspective to Andover students and to the many discussions that are currently happening around campus regarding gender. She will speak casually with interested faculty and students on her arrival, have dinner with the Women’s Forum board, and then give a presentation to the broader community.

II. Project Description

A. Need Statement

From formal assemblies like Women’s Forum to casual spaces like dorms, the role of gender on campus regularly sparks debates. However, even after much work by student activists, in the 2015 State of the Academy survey 83% of students agreed there is a social stigma about feminism. Frequently at Women’s Forum meetings, students express frustration with the state of feminism on campus. By bringing Roxane Gay to campus, we will start, better facilitate, and sustain conversations about the importance and intricacies of feminism in all of our lives.

Gay’s unique ability to be accessible in her writing and speech will help alleviate the aforementioned social stigma surrounding feminism. Frequently, students have expressed that the feminist movement on campus feels intimidating. Gay wrote an entire book of essays, Bad Feminist, dedicated to dispelling the myth of a perfect feminist. Her ideology allows for complexity of thought and identity that is necessary for a new, broad, and diverse audience. Moreover, her modernity and focus on pop culture will help her relate to students - Gay often incorporates news items from the day of into her talk, and her topics frequently reflect the same subjects that come up in WoFo meetings themselves.

While there are active communities on campus dedicated both to feminism and other activist projects, rarely do they cross over. Prevailing feminism tends to center on cisgendered, straight, white females. However, as a queer black woman, Gay’s work focuses on the intersection of different systems of oppression. Our campus has a need for more complex and
inclusive conversation. As individuals each at the intersection of diverse identities, every Andover student needs to understand intersectionality. Her unique expertise in these issues and her ability to relate to Andover students as an Exeter alumna make Gay a paramount addition to fulfilling the 2014 Strategic Plan's goal of "Equity and Inclusion".

Furthermore, Gay's highly-acclaimed work is already a part of many Andover English curricula. Bringing her to campus would offer the once-in-a-lifetime opportunity for students to actually interact with one of the most popular feminist authors of our day.

B. Goal(s) and Objectives

The goals of this project are to expose the Andover community to a modern expert on intersectional feminism and to start discussion among students and faculty. Our campus is full of intelligent, passionate students who are just learning to grapple with the privileges they have or haven't been given in society. While gender and other social identities form a fundamental part of every student's life, they are rarely treated with the intellectual gravity of academic endeavors. We intend to counteract that perspective with Gay's visit.

Gay will help start a discussion on what it means to be a feminist, the shortcomings of mainstream feminism, and how to make peace with the pressure to be a perfect activist. For underclassmen, some lacking experience in activism, Roxane Gay and her Bad Feminist reading will be accessible and inspiring and give students enough understanding of intersectional feminist ideas to put their own thoughts out there. For the upperclassmen, Gay's talk would help pull all the social justice movements of the past few years together. It would allow them to better understand the intersections and complexities of their own identity.

C. Impact

This grant will help fulfill Andover's goal of becoming a more gender inclusive space that respects discussions regarding our campus's approach to gender, feminism and intersectionality. "Youth from Every Quarter" is one of Andover's core tenets, and Gay's agenda aligns perfectly. The student body will find themselves better educated on dialogue surrounding gendered issues of our generation. It is the hope of the Women's Forum board and colleagues that Roxane Gay's arrival on campus will not only prompt those who are passionate to speak out about issues of feminisms, but also those on campus who are not familiar with or unsure of Andover's push for gender equality. In order to measure the impact of this event, Women's Forum will host follow-up meetings after Gay's visit and listen to students' opinions. The board intends to compile this feedback and use it to construct new club curricula and discussions.

D. Project Implementation Plan

WoFo's project will be implemented between now and March, when WoFo (along with the English Department, Brace Center, and CAMD) will host the speaker. See the chart below for a more detailed description of the plan.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>· WoFo Confirms Speaking and Travel Arrangements with Dr. Gay's Agent, Kevin Mills</td>
<td>11/26/2015</td>
</tr>
<tr>
<td>· Begin Publicity Campaigns</td>
<td>11/27/2015 (sending out</td>
</tr>
</tbody>
</table>
- WoFo/CAMD Make and Print Signs
  - Blanket Campus and Town with Posters
- WoFo Sends out Emails to Student Body and Faculty
- Create Social Media Notices WoFo Board Members

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Hotel Stay in Boston, MA</td>
<td>01/24/2016</td>
</tr>
<tr>
<td>Book Car from Boston, MA</td>
<td>03/17/2016</td>
</tr>
<tr>
<td>Professor Gay Arrives on Campus</td>
<td>03/24/2016</td>
</tr>
<tr>
<td>Professor Gay Has Dinner with Women’s Forum Board</td>
<td>03/24/2016</td>
</tr>
<tr>
<td>Professor Gay speaks in Kemper for a catered event hosted by WoFo, open to entire campus. English Department invites/requires students to attend.</td>
<td>03/24/2016</td>
</tr>
<tr>
<td>Professor Gay returns to Hotel</td>
<td>03/24/2016</td>
</tr>
</tbody>
</table>

**E. Budget**

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Projected Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker Honorarium</td>
<td>$12,000</td>
</tr>
<tr>
<td>Publicity Campaign Promotional Materials</td>
<td></td>
</tr>
<tr>
<td>- $15 for blanketing campus with small posters</td>
<td></td>
</tr>
<tr>
<td>- $20 for CAMD/English/Brace Dept posters</td>
<td>$75</td>
</tr>
<tr>
<td>- $40 for a professionally done banner/poster for Kemper</td>
<td></td>
</tr>
<tr>
<td>Catering- Board+Faculty Dinner with Speaker</td>
<td>$150</td>
</tr>
<tr>
<td>Catering- Desserts for Speaker Event</td>
<td>$205.50</td>
</tr>
<tr>
<td>Hotel Room Allowance for Professor Gay in Boston (per her request)</td>
<td>$200</td>
</tr>
<tr>
<td>Incidentals</td>
<td>$50</td>
</tr>
<tr>
<td><strong>TOTAL Cost of Bringing Roxane Gay to Campus (including funding from other sources)</strong></td>
<td>$12,680.50</td>
</tr>
<tr>
<td><strong>TOTAL Cost Covered by CAMD</strong></td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>TOTAL Cost Covered by Abbot Academy Association</strong></td>
<td>$9,680.50</td>
</tr>
</tbody>
</table>
III. Execution of the proposal

Women’s Forum is one of the most popular clubs on campus, despite students’ tightly packed schedules. WoFo will accomplish the work needed to successfully host Roxane Gay in the same way we accomplish our successful weekly meetings. Each member of the board will utilise their leaderships and organisational skills.

WoFo is confident that Roxane Gay will be the first of many successful speakers. This proposal is backed by multiple groups on campus who are familiar with hosting guests. We have the official support of Ms. Curci, chair of the English Department, Ms. Hawthorne and Dr. Vidal of the Brace Center, and Ms. Springer from CAMD, all of whom have organised large-scale events. WoFo also has a faculty advisor, Emma Staffaroni, English teacher. Our board is competent, but we also have extremely knowledgeable and experienced resources to ensure the success of our event.

We have already received confirmation from Kevin Mills, the agent representing Roxane Gay, about the March 24th date, and come to an agreement about her accommodations, honorarium, and her engagements on campus. WoFo has as of today received confirmation that five English teachers will require their students to attend the talk in Kemper, for approximately 75 students. We will continue to hear back from teachers in the next days and weeks for their commitment to engaging students with this opportunity. Many students have band or chorus, a mandatory time commitment, starting at 6:20; however, by scheduling our talk at 5:15 we hope to include even those students. With the guarantee of these 75 students, 50 regular WoFo members, and many other students affiliated with CAMD and the Brace Center, we are confident we can fill Kemper Auditorium, a space with a maximum capacity of 300 people. To that end, we have already reserved Kemper on our proposed date; if there seems to be even more interest in our event we intend to also reserve Cochran Chapel or Tang Theater. To reach even more interested people, we may also connect with Andover’s public schools and invite the larger Andover area/Boston prep-school community to our event.

IV. Long-term success

To ensure the long-term success of the event, WoFo intends to provide a sign-up sheet for future emails about meetings at the talk. Through this, we hope to recruit to our meetings a multitude of students who relate to Gay’s ideas about race, gender, and other aspects of identity. Afterwards, we will host discussions of our own regarding Gay’s visit and the topics she discussed. As a board, WoFo will strive to incorporate her ideas into future meeting facilitation and even in dorm talks down the road. In English classes whose students were required to attend, follow-up discussions will sustain interest in Gay’s ideas and incorporate her rhetoric meaningfully into long-term curricula.

V. Speaker Addendum

- Consultation with Ms. Springer

We spoke with Ms. LaShawn Springer, the dean of CAMD, on Monday October 12th. She has expressed immense interest in bringing Roxane Gay to campus, and even said that Dr. Gay was on her personal shortlist of future speakers. In our discussion, Ms. Springer agreed (on behalf of CAMD) to support her visit with $3,000. In addition, CAMD has agreed to promote the event on official CAMD letterhead.
• Engagements Beyond Speaking + Interested Individuals

Dr. Gay is interested in much more than simply giving a speech. Gay has confirmed a willingness to attend dinner with the board of Women’s Forum and interested faculty members from CAMD, the English Department, and the Brace Center, granting individual students the opportunity to speak face-to-face with a critically acclaimed, wildly popular, and essentially contemporary author. Gay’s expertise and renown in topics of feminism, activism, and intersectionality will educate and engage Andover students.

• Fee Justification + Negotiation

Gay’s broadly intersectional but also tailored understanding of our specific needs as a community, as well as her wide acclaim as both an author and an activist, will resonate with hundreds of students and faculty. The English Department, CAMD, and the Brace Center have all confirmed desire to co-sponsor and promote the event in different capacities, which indicates extensive campus interest and need for an accessible and thoughtful speaker like Dr. Gay. Dr. Roxane Gay is a highly prominent figure in both literary and feminist spheres. As a feminist activist, she has almost one hundred thousand Twitter followers, gave a TED talk entitled “Bad Feminist,” with almost a million views, and writes for numerous online media outlets about the same contemporary issues that plague students’ lives. She was celebrated by TIME Magazine which proclaimed in 2014, "Let this be the year of Roxane Gay."

While Dr. Gay’s honorarium is typically $20,000, we were able to use the timing of our event coupled with Andover’s similarity to Gay’s high school alma mater, Exeter, to negotiate the cost down to $12,000. In our communications with her speaking agent, we have determined that her team will pick up both the cost of her flight and her rental car, which would usually have to be covered by a grant.

• Co-funding and Other Monetary Support

Women’s Forum is collaborating with the English Department through Stephanie Curci, CAMD through LaShawn Springer, and the Brace Center for Gender Studies through Tasha Hawthorne. All of these diverse departments are interested in sponsoring the event and possibly covering some of the costs associated with Dr. Gay to campus (see budget table, additional cost support still under review).

• Detailed Budget and Funding Commitment Confirmation

See Budget table and the rows associated with funding secured from other sources.
Abbot Academy Association Proposal Narrative – Drumline Upgrades and Expansion

I. Executive Summary

Drumline is one of the campus organizations responsible for building spirit and positivity in the community. We are a completely student-run organization that performs at numerous events each year, ranging from Pep Rallies, to Admissions Department Talent shows, to Grasshopper Night. Admittance to the group is by audition only, and members take their involvement seriously. The group currently consists of 12 members, which is both the largest in recent years and the largest possible with our available equipment. The program has also grown consistently in membership, performances, and on-campus support and recognition. During the 2013-2014 school year, Drumline has been working to move from the Music Department to the Athletics Department. Limited space and schedule time in Graves Hall has made rehearsal increasingly difficult and prevents us from expanding or setting more ambitious goals for our performances. This transition will allow us to become more involved with athletic events and we are working on making Drumline a fall term sport, which will allow us to perform at many home games, primarily those of the football team. This transition is one that has been in planning for two terms and is both heavily researched and enthusiastically supported by the departments involved. We are always met with excitement when we perform at larger events such as Pep Rallies and Andover/Exeter home games, with teams and coaches thanking us for performing. We believe we can further contribute to the Big Blue spirit at athletic competitions and make these events more fun for both the spectators and the participating teams. The Athletics Department, Student Activities, and the Blue Key Heads are constantly trying to increase game attendance by the Phillips Academy community, and we feel that this program can successfully contribute to their efforts.

If approved, the funds provided by this Abbot Grant would be used for three areas: 1) to upgrade and update current equipment that either needs or should be replaced, 2) to add two additional spots to the group, and 3) to provide funds for the installation of shelving for storing the drums in the athletic complex. Drumline has consistently wanted to become more involved with campus events, athletic competitions, and the creation of school spirit; all things we are currently involved in, but to what we feel is a limited degree. With the transition to the Athletics Department, we will finally be able to fully pursue these goals, and Drumline will have a substantially larger opportunity for generating school spirit. A grant from the Abbot Academy would allow the group to both embark on these goals and expand to pursue larger ambitions, allowing this program to meet its full potential, both making this project a success and guaranteeing further success of the program in the future. This grant can help make permanent, long-term change that will have a lasting and continuous impact. It will directly affect current and future Drumline members, and set up a positive program on campus which will benefit the Phillips Academy community for years to come.

II. Project Description

A. Need Statement

As stated in the first section, the funds provided by this Abbot Grant would be used for three areas:
Abbot Academy Association Proposal Narrative – Drumline Upgrades and Expansion

1) Upgrade and update current equipment

Marching percussion employs harnesses, or "carriers" to allow drummers to move with their drums. Currently, seven of the ten carriers we use are of an outdated style that does not function properly; many don’t maintain correct adjustments, some are missing parts, and all lack lumbar-support straps. With this grant we hope to update these carriers to match the three new-style carriers in our possession, which are light-weight, easily adjustable, and feature straps to help prevent back-strain.

Drumline currently has four bass drums, all of which have had the same stock drum heads since their purchase in 2008/2009. These heads are in need of replacement as they are not maintaining tuning and showing visual wear-and-tear. (Many Drumlines usually replace bass drum heads after two or three seasons.) When needed, Drumline usually is able to fund the purchase of new drum heads through PSPA grants, but because bass drum heads are more expensive than those used for other drums, this purchase is out of the range PSPA/Student Activities provides.

Practice pads are essential for improving percussion technique and provide an easy way to run drills and learn new pieces of music. We currently have a considerably low number of practice pads, but this Grant would allow us to purchase enough pads for us to use in a group rehearsal setting. Because the pads are quiet, we could also break apart by section to learn music separately, while occupying only one practice space. In addition, the use of practice pads will decrease the amount of time that we use the drums in rehearsal, helping to prevent hearing damage from practicing in an enclosed space.

2) Add two additional spots to the group

Drumline always generates a lot of interest in the community, with many students wanting to get involved. This past fall, 51 students signed up at the club rally to learn more about being a member of Drumline, and twelve students auditioned for three available spots. This spring there are currently four members who are applying to fill co-head position next fall. All of this demonstrates that there is significant interest both within and outside of the group, and that we have both the ability to maintain a maximum number of members and the dedication to sustain strong leadership.

We currently have two 5-drum tenors on our line, and a dilapidated third in storage. With some necessary hardware, new drum heads, and a new harness, this could easily become a thirteenth spot in our group. We would also like to purchase a fifth bass drum to allow us to add a fourteenth spot to the group, something that is possible now that we will no longer be restricted by the storage space available to us in Graves Hall. Together, these purchases would increase the number of students who can directly participate as a part of Drumline for years to come.

3) Provide funds for the installation of shelving for storing the drums in the athletic complex

Obtaining a new practice space and increasing our practice time have been key factors in the decision to move Drumline from the Music Department to Athletics. In working with Athletics Director Michael Kuta, we have found a space in the Athletic complex to store the Drumline equipment after this move. In this space we will need to construct shelving to store the drums on, which we have coordinated with OPP. If this Abbot Grant is approved, some of the funds will be used to cover the costs of this installation.
B. Goals and Objectives

The goals of this project fall into two areas: increasing and improving the experience of Drumline members, and positively influencing Big Blue spirit in the Andover community. At the most basic level, this project will provide a long term positive change to the Drumline program for current and future members. Currently, Phillips Academy lacks opportunities for student percussionists. Our goal is that with this project we will help meet this need, solidifying a robust student organization into a strong campus program. These changes will help us to increase our involvement on campus; from this first goal of internal improvement, we will then be able to meet our second goal of creating campus-wide impact.

This project supports the Abbot Academy Association's mission and priorities in the way that by improving a small program it focuses on benefiting the larger Andover community. The project will provide new opportunities for students who have a passion for or want to pursue percussion by creating a Drumline program beyond that currently available at the school. The foundation of this project is based in collaboration between departments; Music, Athletics, and Student Activities all merge in the execution of this program, bringing together diverse interests and disciplines. The project will have a wide and lasting impact by creating a program that could be sustained for many years, while also leaving room for future innovation.

C. Impact

As stated in the previous section, the funds provided by this Abbot Grant would directly contribute to improving the Drumline organization, forming a concrete program for student percussionists and increasing the number of students able to participate. Consequently, expanding the program will allow us to become more involved with campus athletic events and allow us to better contribute to school spirit. Setting up this program directly improves the experience for the Drumline members, but it is the activities of the organization that will benefit the greater school community. Although we are not very large, we have the potential of creating tangible change on campus in a short period of time. Solidifying our relationship with the Athletics Department will result in more performance opportunities and greater collaboration with the Blue Key Heads. In the fall term, we plan to perform at all home football games and the home games of as many other Andover teams as possible. As a result, Drumline will play a substantial role in the effort to maximize spirit and improve the spectator experience at athletic competitions, ultimately having a positive effect on student, faculty, family, and alumni attendance to these events. In this manner, improvements that directly affect Drumline members will translate into a benefit to the community as a whole.

It is also possible that this project will have a certain impact in other areas as well. In moving to athletics, the storage cabinets normally used for Drumline equipment in Graves Hall will be available for other use. This would be beneficial to the Music Department, which has many students and programs in need of storage space. The project could also have a positive impact outside of the Andover community. With the purchase of new harnesses we hope to find a new home for the ones we are replacing, where they could be used by a program in one of the surrounding school systems. This would help decrease costs for a school that is looking to start or expand a marching band program but might not have sufficient funds. If this outlet cannot be found, the harnesses could be sold instead, providing funds to possibly further improve the program.
Abbot Academy Association Proposal Narrative – Drumline Upgrades and Expansion

If approved, the impact of this project can be measured on many levels. The interest in the Drumline program and experiences of student members will provide insight on the program's success on the level of direct student involvement. Feedback from sports teams and coaches will demonstrate their perception of improvements to spirit at their competitions, and help evaluate the impact on team motivation and excitement. We hope that the Drumline presence and performances at games, in addition to the Blue Key Heads, will help increase game attendance. This effect can be evaluated with feedback from athletic staff and the Blue Key Heads, who will have seen these competitions before and after the introduction of this program.

D. Project Implementation Plan

This project has been in preparation during the 2013-2014 school year. If approved, actions involving the funds provided by the Abbot Grant will take place over the spring and summer of 2014. This will ensure that the program is ready for the fall term. These steps will be coordinated by [Name] and Peter Lorenzo, with cooperation from the participating department heads (listed under “Execution of the Proposal”).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase all percussion equipment from National Music Inc. (located in Woburn); Coordinated by [Name] and Peter Lorenzo</td>
<td>Before 6/30/14 (FY 2014)</td>
</tr>
<tr>
<td>Pick up purchased equipment from National Music Inc.</td>
<td>Corresponds to purchase date</td>
</tr>
<tr>
<td>Prepare equipment for use in the fall term; Coordinated by [Name]</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>with assistance from Day Student Drumline members.</td>
<td></td>
</tr>
<tr>
<td>Select a faculty coach for the Drumline as a sport program for the fall term; Coordinated by [Name], Michael Kuta, and Leon Modeste.</td>
<td>Before 6/5/14</td>
</tr>
<tr>
<td>Schedule practice times / coordinate the use of athletic spaces for the fall term, coordinate with coaches and Blue Key Heads to prepare a calendar of athletic competitions at which Drumline will perform in the fall term.</td>
<td>Spring Term and summer 2014 - before 9/9/14 (the start of fall term)</td>
</tr>
<tr>
<td>Shelving Installation by OPP in the storage space located within the Cage</td>
<td>Summer 2014</td>
</tr>
<tr>
<td>Completely move Drumline equipment from Graves to the new storage space in Athletics.</td>
<td>Before 9/9/14 or at the start of fall term</td>
</tr>
</tbody>
</table>

E. Budget

Due to the large number of separate items involved in this proposal, an itemized list is provided in a separate Excel spreadsheet. Listed below are the total prices for each “group” of items in the purchase:

<table>
<thead>
<tr>
<th>Budget item</th>
<th>Projected cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Carriers: New harnesses to replace the 7 out of 10 in need of updating</td>
<td>$ 1,910.00</td>
</tr>
<tr>
<td>2 – Bass Drum Heads: Replacement drum heads for our four bass drums</td>
<td>$ 330.00</td>
</tr>
<tr>
<td>3 – Tenor #3: Necessary equipment to rehabilitate our third set of tenors</td>
<td>$ 269.21</td>
</tr>
<tr>
<td>4 – Tenor Acc.: New sticks and accessories for use on the tenor drums</td>
<td>$ 187.97</td>
</tr>
<tr>
<td>5 – Pads: Practice pads for use in and out of group rehearsal</td>
<td>$ 414.00</td>
</tr>
<tr>
<td>6 – Sticks, Mallets: New drumsticks to be used with the pads/drums, mallets</td>
<td>$ 74.00</td>
</tr>
<tr>
<td>7 – Bass Drum #5: All equipment involved in the purchase of a fifth bass drum</td>
<td>$ 1,046.90</td>
</tr>
<tr>
<td>8 – Shelving: Material and installation costs for shelving in the Athletic Complex</td>
<td>$ 1,760.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$ 5,992.08</td>
</tr>
</tbody>
</table>
Abbot Academy Association Proposal Narrative – Drumline Upgrades and Expansion

III. Execution of the Proposal

We believe we can successfully complete the work required to execute this proposal for the following reasons: A) Project leader [redacted] is experienced in project planning, budgeting, and execution through his work in the event production industry, with experience working on projects at the school through his work with WPAA. B) The Drumline members are excited to initiate this project and have a passion for what we do as a group. C) This project has the enthusiastic support of all of the departments involved:

- Peter Lorentz – Drumline Faculty Advisor, advisor to this project, Faculty Sponsor of this proposal
- Peter Cirelli – Chair, Music Department; in support of this project
- Chris Capano – Director, Student Activities, Blue Key Head Coordinator; in support of this project
- Michal Kuta – Outgoing Director, Athletics; in support of this project
- Leon Modeste – Incoming Director, Athletics; in support of this project

Other Key People Involved:

- [redacted] – Drumline Co-head and project leader
- [redacted] – Outgoing Drumline Co-head
- Dennis Conroy – Manager, OPP Facilities Maintenance; provided shelving installation cost estimates
- National Music Inc. – A local marching percussion dealer who has provided quote information in the planning of this proposal and where we plan to purchase the equipment if the proposal is approved, thus supporting an independent local business. (Located in Woburn, MA)

IV. Long-Term Success

Drumline has a history of being self-sustaining and autonomous. It is student-organized, student-run, and student-taught, and we are careful in conserving the resources made available to us. In the past three years, Drumline has only appealed to Student Activities for funds from PSPA one time. This fall, Drumline internally organized and funded the design and purchase of group apparel to build solidarity and improve our appearance and recognition at performances. Drumline has not appealed to the Abbot Academy Association for a grant since spring 2009, according to records provided by Abbey Siegfried.

The transition to the Athletics Department will provide a new support structure for the program, while maintaining good relations with the Music Department and building new ones with the Blue Key Heads and Student Activities. Funds for future maintenance of equipment can be secured through PSPA grants from Student Activities as has been done in the past. These funds can cover the periodic costs of replacing expendables such as drum heads, sticks, and mallets. It is possible that if necessary Drumline could also receive financial support from athletics once it is officially a sport.

Although somewhat compact, Drumline is a strong group of students who are dedicated and passionate about what the organization does, ensuring the longevity of the program's success. This project also has extensive faculty support and a lot of energy and motivation behind it from everyone involved.

Supplementary Materials not mentioned in this narrative include a preliminary sketch of the shelving installation and the original plan used in proposing that Drumline move to the Athletics Department.
Phillips Academy Drumline Sport Proposal & Practice Space Request

Information about Drumline:

- 12 Members, with 2 Co-Heads: [redacted]
- Faculty Advisor: Peter Lorenco
- Drumline is a campus Organization – membership is limited and students join by audition.
- Practices: Sundays for 1.5 hours, and Wednesdays (as needed before performances).
- Performances: All Pep Rallies, A/E Home Football games, multiple Admissions events each year, Grasshopper Night, and more. In the 2012-2013 school year Drumline performed at over 11 events. We are planning to play at more events this year and are looking to expand in the future.
- Drumline is primarily student-run, student taught, and student organized.

Space Request:

Drumline is in need of a new practice space on campus for the following reasons: 1) Our current space in Graves Hall is too small, 2) we are unable to practice when the building is being used by others due to the layout and design of the building, and 3) our rehearsal time is limited by these factors, making it difficult to prepare for performances.

Drumline currently has 12 members (the maximum our current equipment allows) and we plan to add an additional spot this year. We are already far too large to be using the space available to us (the Graves Hall "Rock Room"), and because we are considerably loud, we disturb others who use other spaces in the building. We are looking for a space that can accommodate both our size and the loud volume levels of the drums. This new practice space would be used for all three terms. Our usage of the space during the winter and spring terms would most likely not exceed two hours per week, with practices taking place predominantly on the weekends, as they do now. This would prevent interference with the other sports that use these spaces.

Storage cabinets, or another solution to store the drums, would have to be installed in the new space. Installing cabinets could be funded by an Abbot Grant (or possibly a Capital Project), but to do so we would have to apply for funds in spring 2014. Because whether or not we can find a practice space also affects if we can expand the organization and apply for funds to purchase new equipment, applying for Abbot Grant funds presents an aspect of urgency in making decisions on a new practice space.

The Smith Center is the first choice for a practice space in the athletic complex. It is large enough that we could practice marching / formations, and the existing sound dampening would prevent excessive echoing. Because it is so large, the Smith Center is usually partitioned and used for multiple activities. Although half of the space would be large enough for our purposes, we expect that we would be too loud to practice simultaneously with another sport sharing the room. For this reason our practice would have to be scheduled outside of other sports using the other half of the room. The Cage is another option, but because this room echoes loudly, practicing could be difficult.
**Sport Proposal:**

- Fall Term Sport
- Schedule based on the LIFE Sport requirements of 4 hours per week
- Approximately 10-14 members

If we are able to secure a new practice space, we are also very interested in making Drumline sport for the fall term. This would allow us to perform at all home Football games, and other home games at the request of the athletics department and Blue Key Heads. It would also increase our presence and performance opportunities at the school. Like the Blue Key Heads and SLAM, Drumline contributes to the Big Blue spirit at campus events and sports competitions.

We are proposing to structure Fall Drumline as a LIFE Sport with the time requirement of four hours per week. Unlike other LIFE Sports however, we would be present at games, so this would exceed this time amount, which would be a detail to be discussed with the athletics department. The number of students able to participate would be limited by the available equipment. By fall 2014, this number would be 13 students. If by the time of Spring Abbot Grants we have secured a new practice space for the group, we plan to apply for funds that would add a 14th slot (as well as purchase needed expendables and new hardware).

**Objectives:**

1. Find a New Practice Space

The Music Department does not have a space available for us to use that would not affect the practices of other music groups. In accordance with our interest in becoming more involved in athletics, we are looking at spaces in the athletic complex as a possible solution. Because the athletic department is also limited on space, finding one may require rescheduling and coordinating with other programs. We do believe, however, that the athletics department is the most capable of providing a space on campus. The proposed solution is to allot at least 4 hours each week in Smith Center for use by Drumline. If necessary, practice could be scheduled later in the evening to accommodate the other programs that use the space.

2. Find a Coach for Drumline as a Sport

To make Drumline a sport we must find an adult coach. We believe this person can be a faculty member on campus and that we do not need to hire an off-campus coach. Because Drumline is already completely self-taught, this person would not need experience in percussion or music in general – they only need to have an interest in Drumline. Mr. Lorenzo, our current faculty advisor, would not be able to fill this position but we believe there are faculty members that would be interested. Faculty that do not coach a sport and fill their coaching requirement by supervising the fitness center in the fall term could be possible candidates. Since we are structuring the sport as a LIFE Sport, this faculty member would not have to exceed the four hour requirement they are used to.
3. Acquire funds for equipment storage

As stated above, Drumline would need to acquire funding for the necessary storage of equipment in the new practice space. This could be done through an Abbot Grant or another process if possible.

**Concerns:**

*Will adding an additional LIFE Sport detract from existing programs?*

We do not believe Drumline will pull athletes from their respective sports. In general, Drumline's limited size and selective admittance would prevent excessive enrollment. Most of the current Drumline members do not have a consistent fall sport, and those who do would not be required to choose between the two. A Drumline member who competes in a fall sport would be allowed to continue to do so, and practice with Drumline the same amount they have done in the 2013-2014 school year (see below).

*What would happen to these Drumline athletes?*

As previously stated, we would never want to make someone have to choose between their sport and being a member of Drumline. For this reason, we have developed the following solution: Drumline members with a dedicated fall sport would take that sport as usual, and continue to attend a once-per-week practice on Sundays, as they have done in the 2013-2014 school year, resulting in no increase in their time commitment. The Drumline members who are able to enroll in Drumline as a sport would also attend this Sunday practice, but this practice time would be geared towards our non-athletic performances, meaning the ones we currently perform at throughout the year (e.g. Grasshopper Night, Pep Rallies, etc). Seeing as in past years Drumline members have balanced these commitments with their sport, we do not believe this would cause a problem.

The downside to this process is that it requires “saving” spots – meaning that for each member of Drumline who does not take Drumline as a sport, we lose a spot in our sport program in order to “save” it for this member. Saving the spot allows this member to re-join the group for the winter and spring term, and to perform during the fall term at non-athletic performances. While it appears this would ultimately limit the number of Drumline members who are fall athletes, we do not foresee a significant change to the Drumline demographic being necessary (based on our current membership).

*How will the time requirement be structured?*

While the one-hour Monday-Tuesday-Thursday-Friday schedule used by other LIFE Sports is one option, we are also considering a possibly more efficient schedule. To allow Drumline members who do not take Drumline as a sport (due to commitment to another sport) to continue to attend one practice per week, we would practice on the weekend as we do now. This schedule would be as follows:
• Monday – No Practice
• Tuesday – 75 minute Practice
• Wednesday – Perform at home game (if there is one)
• Thursday – No Practice
• Friday – 75 minute Practice
• Saturday – Perform at home game (if there is one)
• Sunday – 1.5 Hour Practice (Non-Sport members attend)

This structure provides four hours of practice time, not including the time spent at games. A 75 minute practice accounts for the 15 minutes used to take out and put away the drums, leaving a solid hour of practice time. The number of games Drumline would play at and when would depend on the football schedule and preference of the Athletic Dept. / Blue Key Heads.

*When would Drumline practice?*

As stated above, when Drumline can practice depends on the availability of a practice space in the athletic complex, this preferably being the Smith Center. We would only need the four hours per week in this space, as the space would not be used during additional time spent at games. In the winter and spring terms, Drumline would most likely continue practicing on Sundays, if that works well with the availability of the space.
<table>
<thead>
<tr>
<th>Group</th>
<th>Item</th>
<th>Quantity</th>
<th>Estimated Price</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carriers</td>
<td>4</td>
<td>290.00</td>
<td>1,160.00</td>
<td>1,160.00</td>
</tr>
<tr>
<td>2. Bass Drum Heads</td>
<td>2</td>
<td>210.22</td>
<td>420.44</td>
<td>420.44</td>
</tr>
<tr>
<td>3. Bass Drum Mts</td>
<td>2</td>
<td>350.00</td>
<td>700.00</td>
<td>700.00</td>
</tr>
<tr>
<td>4. Pedal Acc</td>
<td>3</td>
<td>69.99</td>
<td>209.97</td>
<td>209.97</td>
</tr>
<tr>
<td>5. Bass Drum Mts</td>
<td>2</td>
<td>350.00</td>
<td>700.00</td>
<td>700.00</td>
</tr>
<tr>
<td>6. Sticks, Mallets</td>
<td>5</td>
<td>30.00</td>
<td>150.00</td>
<td>150.00</td>
</tr>
<tr>
<td>7. Bass Drum Mts</td>
<td>2</td>
<td>350.00</td>
<td>700.00</td>
<td>700.00</td>
</tr>
<tr>
<td>8. Shelling</td>
<td>1</td>
<td>120.00</td>
<td>120.00</td>
<td>120.00</td>
</tr>
<tr>
<td>9. Materials (Opp Estimate)</td>
<td>1</td>
<td>120.00</td>
<td>120.00</td>
<td>120.00</td>
</tr>
<tr>
<td>10. Label (Opp Estimate)</td>
<td>1</td>
<td>120.00</td>
<td>120.00</td>
<td>120.00</td>
</tr>
</tbody>
</table>

Note: These installation funds will be spent in FY 2013. All other equipment purchases will be made in FY 2014.
I. Executive Summary:

This project proposes a new student-produced magazine, “Blue Shift — a STEM Magazine”. It will consist of individually written theories, ideas, and proofs of STEM-related topics compiled into a 28 page production. The first publication will take place in January 2017, and continue in a bi-annual manner until the fourth publication in May 2018. In the September 2016 club rally, this project will be advertised in a similar fashion as a club to recruit writers and people interested in STEM. We will meet weekly to discuss topics within the scientific community, hold monthly contests, and upload all articles on the “Blue Shift” website. This website will not be covered by the AAA. In fact, the majority of the grant will be used for magazine publication.

The idea for “Blue Shift” was developed after noticing that there are currently very little options on campus for the spread of scientific creativity. The name, “Blue Shift”, does not only promote our school color and spirit; it also refers to the increase in electromagnetic wave frequency; similarly, we would like to increase the frequency of educational communication. This project will benefit the entire student body by providing this platform. The students who write articles will finally have the opportunity to share their opinions on a large-scale. The magazine will be free to students, which will result in community-wide engagement and curiosity. This project plans to run for two years under the support of Abbot Academy. It is possible for publications to continue even after the two years through the funds of benefactors or selling the magazines at a low price.

II. Project Description:

A. Needs Statement:

Often times, students separate themselves as a “Math/Science person” or a “Humanities person.” This is a problem. We need this line to be eliminated so our community can foster more intellectual growth and curiosity. This proposal aims to address this issue. Strong writers, not necessarily interested in the sciences, will collaborate with those who want to share their scientific proofs but struggle with the writing process. This mutual relationship that “Blue Shift” promotes will help bridge the gap between the Humanities and the STEM fields.

On campus, there are multiple newspapers and magazines for topics such as news, literature, social justice, etc. However, there is currently no place for people who want to pursue a future in the sciences to communicate their ideas. In the scientific method, the last and arguably most important step is the sharing of results, yet it is a step we are rarely able to use inside or outside class. Therefore, people who are passionate about STEM and want to share their theories
are extremely limited. They have no chance to explore their theories, get feedback, or take an active role in a large-scale publication. This needs to change. Students need to have a platform to convey their opinions through the written word, and "Blue Shift" gives them such opportunity.

B. Goals and Objectives:

The overarching objective for this proposal is to provide students with the opportunity to share their scientific interests on a large scale. To achieve this, we will set smaller goals to work towards. This proposal will mainly focus on the production of "Blue Shift" magazine. Our main goal is to publish two scientific journals each school year, one in January and one in May. In a single magazine, we aim to have four sections concerning math, science, engineering, and technology. Within each subsection, we will have anywhere from two to five well-written theories or ideas. All papers will be student-written and peer-edited. We will also aim to create our own website using a free website builder, on which we will upload all articles. This website will not be covered under the grant.

Another main objective is to present the sciences in a new light. Those who already enjoy learning about STEM need little convincing to read about their peers' scientific discoveries. However, some find proof-based math and science to be tedious and bland to read through. This is understandable, as our required textbooks are not exactly the most riveting presentation of information. "Blue Shift" will aim to eliminate this disinterest. Our goal will be to take ideas and questions submitted by students and expand on them, so each paper will appeal to the student population. For example, we will not be attempting to explain the complexity of infinity. Instead, a potential paper would aim to prove a smaller, more intriguing property of infinity: The sum of all positive integers equal -1/12. This is just one example of many potential topics. In short, our goal is to produce a magazine that captivates all of our readers.

Abbot Academy's mission is to "preserve the spirit, dignity and high standard of the Abbot Academy tradition and to provide an additional means of carrying on the educational aims of Abbot Academy at Phillips Academy through support of students, faculty, and staff." This proposal is a direct "educational aim" in which we, the students, will need the support of the AAA to fund the production of "Blue Shift". The project certainly aims to further the high educational standards at Andover by providing a new opportunity for the communication of scientific ideas to take place.

C. Impact:

This grant, if approved, will greatly benefit the Andover community, both for the students who contribute to "Blue Shift" and for those who read the magazine. The proposal directly impacts those who write and edit the magazine; these students will now have an outlet for their STEM-based ideas and theories. Through this outlet, we will increase communication levels in our community. In math or science class, and even in extracurricular clubs, most of the activities are limited to small, separate groups. "Blue Shift" will give students the experience of creating one large-scale, professional product with an entire organization of people working together. This
collaboration will promote students to build off the ideas of their peers, which will further
community growth.

Some students may not choose to write for “Blue Shift,” but this project still impacts the
campus as a whole. These magazines will be given to PA students for free, so everyone has
access to them. Each magazine will have four unanswered questions (one per subsection), which
will spark discussion among the readers. We will not be measuring the impact of the production
or club, but its influence will be seen through an visible increase of cooperation and curiosity.

D. Project Implementation Plan:

This proposal will be implemented through the new, corresponding club/organization that
will be created this spring, also named “Blue Shift”. We will advertise both the club and the
magazine production at the September club rally. The club will meet weekly to discuss student-
chosen topics within the range of STEM, as well as to brainstorm ideas for “Blue Shift”
magazine. Each month, we will hold a club-wide contest focusing on a specific field of STEM.
Small prizes will be awarded to the winners, and these ideas will serve to give people inspiration
for potential magazine topics. We will also use a free website builder to create our website, on
which we will post the contest winners, new articles, and notifications. Again, the grant is not
funding any new technology; it is only an addition to the “Blue Shift” club.

The “Blue Shift” board will be decided upon by the end of the 2015-16 school year. The
board and I will lead the implementation of the club and magazine; we will rely on any and all
students, even if they do not partake in the club, to write for the magazine. Club members will
also be encouraged to lead meetings and teach new topics. This proposal will last for two years,
with the magazine being published biannually. A list of this project’s primary activities are
provided below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of “Blue Shift” club and board</td>
<td>6/1/2016</td>
</tr>
<tr>
<td>Club Rally to promote “Blue Shift”</td>
<td>9/18/2016</td>
</tr>
<tr>
<td>Creation of &quot;Blue Shift&quot; website</td>
<td>10/1/2016</td>
</tr>
<tr>
<td>1st publication of magazine</td>
<td>1/20/2017</td>
</tr>
<tr>
<td>2nd publication of magazine</td>
<td>5/20/2017</td>
</tr>
<tr>
<td>Club Rally to promote “Blue Shift”</td>
<td>9/17/2017</td>
</tr>
<tr>
<td>3rd publication of magazine</td>
<td>1/20/2018</td>
</tr>
<tr>
<td>4th publication of magazine</td>
<td>5/20/2018</td>
</tr>
</tbody>
</table>
E. Budget:

This project will last two fiscal/school years, totaling to a $6,000 grant split evenly for each year. A summary of projected costs for one fiscal/school year is provided below:

<table>
<thead>
<tr>
<th>Budget item</th>
<th>Projected cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>General organization funds</td>
<td>$200</td>
</tr>
<tr>
<td>Monthly Contest prizes</td>
<td>$200</td>
</tr>
<tr>
<td>January Magazine Publication (300 copies)</td>
<td>$1300</td>
</tr>
<tr>
<td>May Magazine Publication (300 copies)</td>
<td>$1300</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$3000</strong></td>
</tr>
</tbody>
</table>

III. Execution of Proposal:

I will be able to successfully complete the work associated with the proposal because of the manageable and productive division of roles already planned. Much of the work associated with “Blue Shift” will rest on our hardworking writers; they will produce the majority of the magazine’s content. Again, “Blue Shift” is a completely student-written magazine; a huge portion of the credit will go to the creative minds who want to share their ideas and theories.

The board and I will serve as the editors for the magazine. The editing process will be split by the four STEM branches, with two editors each on science, technology, engineering, and mathematics. Board members will be determined during this spring term, and we will match each person with their personal strengths to ensure success. Mr. Patrick Farrell, our faculty advisor, will oversee the project and production process. We will also draw support from Math Club, Science/Tech club, and Modern Engineering Club. We will organize joint meetings to simultaneously publicize both clubs, as well as gain ideas and writers for “Blue Shift.”

IV. Long-term Success:

This proposal plans on lasting for two years under the support of the Abbot Academy Association. The “Blue Shift” club will continue after the duration of the grant; it will then rely on basic club funds and fundraising opportunities. For example, one of the fundraising events will be a quiz show where contestants partake in a fast-paced team challenges, both related and unrelated to STEM. The participatory fee will provide funds for the continuation of “Blue Shift” club. We will also seek other sources of funding through donations, baking sales, and other conventional forms of fundraising.
Because the production of the magazine would be funded by the generosity of the AAA and its donors, the articles will no longer be published on print. However, student articles, ideas, and problems will continue to be posted on the “Blue Shift” website, which will have gained publicity during the two years of magazine publication.

We will continue to hold joint meetings with math club, science/tech club, and engineering club to encourage more people to write articles for our website. The board will shift to a more club-based arrangement, so the club will be maintained in an organized fashion. Overall, we will strive to develop “Blue Shift” into a long-term club, with the AAA granting us the funds to create a new platform of scientific communication.
Faculty Advisor: Dr. Patel
Abbott Grant Proposal

MusicMDs: Student Musicians Offer Interdisciplinary Patient Care in Healthcare Settings

$ 800

1. Executive Summary:
MusicMDs is a music-therapy-inspired outreach organization of high-school/college musicians who volunteer their music to promote patient healing in healthcare institutions. Founded in Central Florida in 2009, MusicMDs actively assists in the healing process by providing live, one-on-one musical performances to individual hospital patients, families, and staff members. (www.musicmds.org)

In December 2012, Phillips Academy (PA) student [Redacted] started the first New England branch of MusicMDs at Lawrence General Hospital (LGH). Through this LGH-PA partnership, seven accomplished Phillips Academy musicians currently serenade patients, families, and staff three times per trimester in various LGH units like surgery, pediatrics, dialysis, and intensive cardiac care.

Through MusicMDs’s highly unique service protocol and community impact, Phillips Academy students fill an interdisciplinary patient care void in our local community (medical music therapy is completely lacking from Andover- Lawrence hospitals), and have received overwhelmingly positive patient/hospital recognition.

However, MusicMDs faces serious infrastructural and visibility challenges to its continued presence at PA, particularly after its founder’s 2015 graduation. In light of the program’s myriad benefits to many segments of the PA, Andover, and Lawrence communities, this grant humbly appeals to the Abbot Academy Association for the means to resolve these issues.

2. Need Statement: Description of Problem
A) MusicMDs currently receives no organizational support from Phillips Academy and has been unable to become a community service or club program supported by the school, although it exceeds many school-supported club/community service programs in depth of community involvement and complexity of logistics, transportation, administrative requirements, time commitment, etc.
B) The continuation of MusicMDs is impeded by difficulties in recruiting and training the next generation of high-school musicians to lead the program. Because MusicMDs lacks official support, there are few available resources for the program to gain visibility among potential members at PA and in the larger community, and to sustain MusicMDs services beyond the current members’ high school careers.

3. Goals and Objectives of Proposed Project
A) Recruit Phillips Academy faculty members to serve as drivers for MusicMDs students going to and from LGH for performances (three times per trimester), or to obtain funding for transportation via private car.
B) Place MusicMDs within the “club” or “community service program” designations of PA-supported student organizations before the 2015-2016 school year, to receive official support after the graduation of the current independent organizer (2015).
C) Improve the service provided to LGH patients, families, and staff via purchase of updated music and equipment (portable stands, music binders, MusicMDs uniform shirts)
Faculty Advisor: Dr. Patel
Abbott Grant Proposal

D) Ensure the future success of MusicMDs through 1) presentations to young PA musicians and eligible Andover-Lawrence students, 2) distribution of MusicMDs information and newsletter within PA, LGH, local high schools, and local high-school extracurricular programs like Movement City.

4. Support for Abbot Academy Association's (AAA) Mission and Priorities

A) "Social opportunity for students not otherwise provided for, particularly in sports, the creative arts, music, drama, and the humanities"

1) A new medium of patient interaction: Though not certified therapists, MusicMDs add a new dimension to patient interaction by removing traditional barriers of language, education level, and socioeconomic status while incorporating live music in patient communication. Performers' music-facilitated dialogue improves outlook of patients who are isolated from their communities when admitted into a clinical environment.

2) Non-medical healing: MusicMDs facilitates non-medically-trained teens to actively assist in the healing process using their personal musical skills.

3) MusicMDs students gain: character development from learning to honor the dignity of hospital patients, improved empathy and communication skills, increased self-confidence, expanded musical repertoire, and indescribable gratification from patient response. MusicMDs student Evelyn Liu reflected, "Surprisingly, the most important thing I've learnt from MusicMDs so far, is how to better communicate with others. I've never been good at approaching and talking to strangers, and MusicMDs has given me the opportunity to learn and practice these skills."

B) "Exploratory approaches to education"

In a truly interdisciplinary service, MusicMDs students use music as a conversational icebreaker with patients and families from all walks of life. Within a functioning hospital environment, they handle numerous interpersonal communication and organization challenges while gaining music performance experiences.

1) Reversal of generational roles: MusicMDs reverses traditional generational roles of caring. Traditionally, adults care for children; however, in this program, teenagers reach out to sick and recovering adult patients.

2) Empowers teens to leave comfort zone: Teenagers voluntarily step out of their comfort zones to reach out in an environment of human suffering, disease, vulnerability, and death, aiming to uplift the patient condition through their music.

3) Exposes teens to medical careers: Provides local youth a new platform to directly experience and learn about the hospital environment, thus familiarizing them with potential careers in healthcare. Florida MusicMD Rachel Ho, comments, "Not only is this [MusicMDs] experience meant to help patients, but it gives me, as a student, exposure to a real world hospital environment; one that I hope to be a part of in the future."

C) "Such other projects as may benefit the quality of life at Phillips Academy; and/or heighten the impact and reputation of Phillips Academy across the nation and around"

1) Continuation of the MusicMDs program at PA furthers the school's widespread reputation as a forward-thinking, innovative institution. Phillips Academy is home to the first New England branch of a rapidly growing, award-winning national organization
inspired by medical music therapy, and Medical music therapy is an upcoming evidence-based field with myriad clinical benefits.

2) Locally, MusicMDs fills a void in the patient experience with a treatment aspect that was previously unavailable in our community, so PA involvement improves the school’s reputation among Merrimack Valley residents.

3) Multi-community impact: Though MusicMDs’ target audience is the individual patient in the local hospital, the multi-community impact of the MusicMDs program reverberates through the student, healthcare, music, and volunteer communities.

5. Impact Statement
In addition to the impact of MusicMDs described in the previous section, contributions of MusicMDs to the community are described/measured by the following parameters:

A) Statistics
From December 2012 to April 2014, the LGH-MusicMDs branch has involved:
- 7 student musicians, completing 35 MusicMDs performances, in
- 8 different LGH patient care areas, serving 150-200 hospital patients, families, and staff per performance, for a cumulative 100+ performance hours

From July 2011 to December 2013 alone, the entire MusicMDs program has had:
- 25 student musicians, on 9 different instruments, serving 100-150 people weekly for 2.5 years, summing to 529 student performances and 1182 performance hours

B) Testimonials
MusicMDs collected the following comments during LGH performances. These remarks are simply examples of feedback from patients and staff. To see more, please visit:
www.musicmds.org/lawrence-general-hospital-ma1.html; www.musicmds.org/five-star-testimonials.html

1) "You have no idea what you just did for me. I still can't believe my eyes... I saw an angel come in to play me some music." -Patient, 2/23/13

2) "This music is the relaxing tool I need for my patient to calm down and accept the IV." -LGH Pediatric Nurse, 12/14/13

3) Social Media MusicMDs testimonial: www.musicmds.org/social-media-chatter.html

C) Media, Awards, and Acknowledgements (date of publication reflects source’s factual accuracy about current organization)
"Everyday Heroes," Central Florida News Channel 13 (June 2013) -

"Music Therapy Brings Multiple Benefits," Florida Today Newspaper (May 2013)
http://www.floridatoday.com/article/20130516/HEALTH/305160020/Music-therapy-brings-multiple-benefits?nclick_check=1

"MusicMDs Now in Massachusetts," Boston Globe (March 2014)

"Improving the Patient Experience at LGH Through Music," Lawrence General Hospital (March 2013)
2012 Central Florida Humanitarian of the Year Award (Nov 2012)
Faculty Advisor: Dr. Patel
Abbott Grant Proposal

http://spacecoastdaily.com/2012/10/musicmds-brings-serenity-joy-to-sick-patients/
2011 Volunteer of the Year Award Finalist, Florida Today Newspaper:
http://www.floridatoday.com/article/20111117/NEWS01/311170039/Varun-Esha-
Bansal-Siblings-turn-music-comfort-ailing
"MusicMDs," Space Coast Medicine Magazine (April/May 2012) – turn to page
7: http://trendmag2.trendoffset.com/publication/?i=106933

D) Student Reflections

An LGH dialysis patient, upon hearing music in her patient room, “broke down in a fit
of sobbing... then explained to the MusicMD that she had just lost her special-needs
teenage son, who had always been fascinated by music and “even played the guitar.”
With soft, soothing melodies, the MusicMDs student encouraged the patient to regain her
health, and later reflected, “From the way she expressed her thanks... I knew that, for this
patient, my performance...had helped to reduce the rawness of her emotional wound that
may have weighed down her recovery.”

In an interview with The Note, a biannual MusicMDs newsletter, PA MusicMD
Evelyn Liu explained, “From the moment I heard about the organization I knew that it
was going to be something I wanted to do. It’s not everyday that you get to use your
knowledge in music to help others, so when I was given this chance, I grabbed it.”

Fellow LGH performer Alphonse Le added, “Through MusicMDs, I have realized the
power of music therapy, but even more important than that, the importance of a human-
to-human connection. The patients and the nurses are on staff are always so delighted
whenever we come to perform, and I love seeing the smiles on everyone’s faces.”

MusicMDs violinist/singer Charlotte Goodman sums it up: “Being a MusicMD means
being an important part of our community: as musicians, and as citizens. Every weekend
brings a new opportunity to improve the lives of everyone we meet in the hospital.”

6. Implementation Plan:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak to Phillips Academy faculty members to find drivers for MusicMDs performances at LGH (Done by: Esha Bansal)</td>
<td>May-September 2014</td>
</tr>
<tr>
<td>Arrange informational opportunities for PA juniors and lower regarding the MusicMDs program with the PA Music Department, Community Service Department, and/or Club Supervisors (Involved: Recruit, Mr. Peter Cirelli, Ms. Monique Cetto-Potts, Mr. Christopher Capano, Dr. Amy Patel)</td>
<td>June-September 2014</td>
</tr>
<tr>
<td>Schedule and complete MusicMDs performances and recruitment performer training during each term, as done previously, with the aid of faculty drivers (Done by: Recruit, Phillips Academy MusicMDs students, Faculty Drivers)</td>
<td>September 2014 – June 2015</td>
</tr>
<tr>
<td>Work with Lawrence General Hospital Volunteer Coordinator, Ms. Brenda LeBlanc, to contact local high school music programs for MusicMDs presentation and publicity opportunities. (Done by: Recruit, Ms. Brenda LeBlanc)</td>
<td>October 2014 – February 2015</td>
</tr>
<tr>
<td>Purchase MusicMDs sheet music, portable stands, music binders, and uniform shirts for student performers (Involved: Recruit, overseen by Dr. Amy Patel)</td>
<td>October 2014- May 2015</td>
</tr>
<tr>
<td>Incorporate MusicMDs into the PA-sponsored Club/Community Service programs list (Involved: Recruit, Ms. Monique Cetto-Potts, Mr. Christopher Capano, Dr. Amy Patel)</td>
<td>January - May 2015</td>
</tr>
</tbody>
</table>
Faculty Advisor: Dr. Patel
Abbott Grant Proposal

Hand over the MusicMDs program scheduling, and hospital communications protocol to its next student leader/organizer, communicate the change to LGH management
(Involving: Ms. Brenda LeBlanc)

7. Budget

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Projected cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>MusicMDs performance transportation: Phillips Academy- Lawrence General Hospital round-trip, 3 times a term for 2014-2015 school year</td>
<td>$270</td>
</tr>
<tr>
<td>Transportation to MusicMDs trips for. New MusicMDs Volunteer Orientation at LGH, Presentations to hospital Volunteer Banquet or Committee presentations, Completion of tuberculosis or required health screening tests, during 2014-2015 school year</td>
<td>$90</td>
</tr>
<tr>
<td>Updated MusicMDs performance supplies (sheet music, portable music stands, music binders)</td>
<td>$150</td>
</tr>
<tr>
<td>MusicMDs uniform shirts for student performers</td>
<td>$180</td>
</tr>
<tr>
<td>MusicMDs publicity information and Newsletter distribution- at LGH, local high schools/music programs, Phillips Academy</td>
<td>$50</td>
</tr>
<tr>
<td>Transportation for MusicMDs recruitment-based trips to local high schools and music programs during 2014-2015 school year</td>
<td>$60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$800</strong></td>
</tr>
</tbody>
</table>

8. Potential Success with the Proposal: Sustainability

**Current Working Model:*** Since the MusicMDs program is already running successfully in a partnership with LGH since December 2012, the program has a longstanding relationship with LGH management and well-developed hospital-specific knowledge and protocols.

**Precedent:** The MusicMDs program was founded by siblings Varun and Esha Bansal in Central Florida (2009). Since then, both students have moved away from their hometown to pursue higher education and started new, successful MusicMDs branches in their new locations. Meanwhile, the Central Florida MusicMDs continues to thrive, as other students have assumed leadership roles within the organization and the original founders remain involved remotely.

**Renewal through Recruitment:** This proposal includes measures for increased community visibility and active recruitment of the “next generation” of PA and Andover/Lawrence MusicMDs, which will allow the program to continue with equal or greater contribution to hospital patients, families, and staff through music.

Therefore, with the incorporation of the PA-LGH MusicMDs program into the set of school-sponsored student organizations and the development of future leaders from the current PA MusicMDs students, this program has a high chance of sustainability past the graduation of its founder, Esha Bansal.

With deep gratitude for the consideration of this proposal, MusicMDs requests the Abbot Academy Association to visit/navigate the MusicMDs website during the evaluation:
http://www.musicmds.org

*Thank you very much for your time and consideration of this proposal!*
Addendum: Abbot Grant Proposal for MusicMDs

Based on updates regarding the Community Service Program in communication with MusicMDs on the day of the Abbot Grant Proposal submission (April 11, 2014), the narrative's budget and implementation plan do not entail the involvement of the Phillips Academy Community Service Office or of Ms. Monique Cueto-Potts.

Due to the PA Community Service Department's financial and programming limitations, club status is the only proposed method of incorporating MusicMDs into the list of PA-supported programs. No aspect of this grant relies on or requests administrative or financial aid from the PA Community Service Office.