

Composing Better Lives

MIAMITM
MUSIC
PROJECT

Gemima
Gemima

Juan



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OUR MISSION

Miami Music Project uses music as an instrument for social transformation, empowering children to acquire values and achieve their full potential, positively affecting their society through the study and performance of music.



DEAR FRIEND OF MIAMI MUSIC PROJECT,

Life is about choices. The choices we make every minute of every day; the choices that influence us, our loved ones, our future.

At Miami Music Project we have made the choice of using music as a tool of empowerment for children and their families. We strive for our children to make great choices and exceed what's expected, assumed and often underestimated. We strive for them to aim for success and have a clear understanding of their purpose in society. We know that with music, they can.

A few years ago you might have thought our mission and vision was beautiful, important, maybe inspirational. Today we know that what we do is crucial and life changing. Our musical instruction has a deeper reach, and we can prove it!

Since joining our program, our students have shown 85%-89% improvement in skills that are fundamental to their cognitive development, such as confidence, concentration, self-motivation, determination, self-esteem, communication, time management and leadership. Parents have reported that their children do better in school and 44% of them attributed this improvement to their child's participation in Miami

Music Project programs (for details see page 11).

We have been able to impact more lives than ever before. Please read about our many achievements during the past year in the following pages. Among the highlights were the opening of a new chapter serving the children of Liberty City, the creation of our Leaders Ensemble, opportunities for our students to present in a number of national and regional programs, and performances by our youth quintet to standing ovations in Paris. These are only a sampling of the great opportunities that your donations have made possible.

Importantly, this fantastic work was all completed in a fiscally responsible fashion. Thanks to the generosity of our individual donors and with support from local, state and national institutions, we were able to fully fund all of the activities.

We are excited to share with you this report that provides an insight into our institution and the lives of the children and families we serve every day.

We invite you to become a member of our growing family and assure you that your investment will pay off in profoundly impacted lives.

Stanley Cohen
Chairman Emeritus

Anna Pietraszko
Executive Director

Composing Better Lives

FY2013 & FY2014



Built community bridges

Introduced the Leaders Ensemble for most dedicated participants to provide cross-cultural experiences for the young musicians.

Shined at TEDx

Presented and performed at TEDx Youth event at the Adrienne Arsht Center. Abiram Brizuela, Miami Music Project's Director of Programming, shared his experience on how El Sistema changed his life.

Committed to a brighter future

Adopted our first institutional Strategic Plan.

Joined forces

Became a Founding Member of El Sistema USA – A National Alliance of the El Sistema Inspired Programs.

Received continuous County support

For the sixth consecutive year, received funding from Miami-Dade County Department of Cultural Affairs.

Achieved national recognition

Received our first ever National Endowment for the Arts award – Challenge America Fast-Track, in support of projects that extend the reach of the arts to underserved populations.

State supported

Received our first grant from the State of Florida, Division of Cultural Affairs.

Rewarded leadership

Anna Pietraszko, Miami Music Project's Executive Director, named Miami Leader,

Class 2012-2013 by The Miami Foundation and granted participation in Developing Leaders Program at the Columbia Business School.

Awarded by the Knight Foundation. Again!

Received Knight Arts Challenge 2013 award of \$100,000 to empower more children to play and appreciate classical music and achieve their full potential by expanding its orchestral programming to a third location, Liberty City.

Miami Music Project in the News

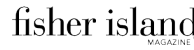


The Miami Herald

el Nuevo Herald

TED

OPERA NEWS





Expanded to Liberty City

Opened our 3rd community chapter of the Children Orchestras program at Charles R. Drew K-8 Center in Liberty City.

Trained students to become leaders

Miami Music Project students chosen, among other from El Sistema-inspired programs around the country, to participate in Leadership Forum for Young Musicians in Los Angeles.

Shared our expertise

Selected as a presenter during Take A Stand – International El Sistema Symposium, Los Angeles, CA. Session presented: Taking the Chance Out of Social Transformation – A Practical Application of Developmental Psychology to El Sistema-Inspired Programs.

Toured the East Coast

Completed first tour of the Children Orchestras during 2013 East Coast Seminario, Newport News, Virginia, and a second tour during 2014 East Coast Seminario, Durham, North Carolina.

Got standing ovation in France

Represented Miami and the United States during Festival de Saint-Denis/Métis (France) in a 3-concert tour by the Miami Music Project String Quintet, comprised of the talented young musicians of our Youth Orchestra.

Had an exciting summer

Held our third annual and first 4-week-long Summer Music Camp for 128 children, co-funded by The Children's Trust.

Empowered our Teaching Artists

Held our first annual Teaching Artist Training Program to provide comprehensive and meaningful training experiences and practical tools to our teachers. Key Trainer: country-wide renowned author and speaker, Annette Breaux

Expanded to Little Havana

Opened our 4th community chapter of the Children Orchestras program at Citrus Grove Middle School.

14 unforgettable community concerts in great venues annually





Social Change
Through Music

Music as a Vehicle for Social Change

The sequential nature of developing musical skills helps children unlock intellectual potential for academic achievement and gain the self-confidence needed to succeed, ultimately overcoming the disadvantages of poverty and inequality. The values of community, teamwork, responsibility and mutual respect, are embedded in classical musical training and performance. Children exhibit more pro-social behavior as they practice and perform music because they see themselves as capable of and responsible for creating positive outcomes.

MIAMI MUSIC PROJECT CHILDREN ORCHESTRAS

Designed as an intensive, tuition-free, after-school music program, Miami Music Project Children Orchestras provide hundreds of children from at-risk demographics with a fully integrated music curriculum, excellent training from professional musicians and music educators, and opportunities for leadership and social development. The program builds the transferable practical skills needed to improve academic motivation, classroom success and social preparedness, and creates new avenues of cultural awareness in the city's most vulnerable communities. Ultimately, by enriching the lives of individual children and creating a network of stand-alone orchestras in Greater Miami's most underserved communities, the program seeks to create social change within the communities served.

This year we have increased our capacity to serve up to 420 students (ages 6-18) across community-based chapters located in 4 under-served and immigrant communities: Little Haiti, Liberty City, Little Havana and Doral; with distinct populations - predominantly Haitian, African American and Hispanic. Students train after-school, 3 days and 6 hours per child weekly, receiving up to 200 hours

of instruction annually per child. Instruction is provided by a team of professional musicians and highly skilled music educators - Miami Music Project Teaching Artists. Additionally, more advanced students mentor their younger peers with a triple benefit of (1) information reinforcement for the student and the mentor; (2) leadership skills development; and (3) commitment to ensemble growth. All students participate in community performances throughout the school year as part of their educational training.

El Sistema

The program is inspired by one of the most exciting initiatives in educational reform today which hails from Venezuela, where in 1974 economist and professional musician Jose Antonio Abreu launched El Sistema, a free program in classical music for young children from highly impoverished backgrounds. Since then, El Sistema has led to improvements in the social conditions of millions of children worldwide becoming a new model for social change through music and a visionary global movement that transforms the lives of children and the communities in which they live.



Casey, 6

Trombone, Little Haiti Chapter

What instrument do you play and why did you choose it?

I play the trombone. When I first saw the trombone I thought, "I really want a gold instrument!" First I got a plastic trombone for beginners, but now I have my real instrument, a gold one, because I practiced.

What do you like most about the trombone?

The deep loud sound it makes. I have two favorite pieces: I like to play "Mary's Lamb" and "Let's Go".

What is your goal with playing trombone?

To play trombone every single day. Maybe even one day I will play it from morning 'til night, straight!

Wow, that's a major challenge, you must have a great teacher to help you pull it off.

Yeah, Maciej, he's a great teacher! He teaches me very well!

Excellent. So what tip would you give to a child who wanted to learn how to play music?

Focus. If you're not paying attention, you will not do the music right. Maybe, as a test of concentration you could have the TV on and try to focus on playing music.

I love that tip! It's such great advice! One last question, what do you think of Miami Music Project?

It's a great program!



"Everybody at Miami Music Project have been really great. They care so much about the children. They focus on the child individually and together as an orchestra. What's great about it is that if Casey were to take traditional music classes, it would be totally different, she'd just have her

lesson, go home and that would be it. Here it's like they build the whole child, it's not just the music, they teach them to take pride in themselves and to set an example for others. They say "the orchestra depends on you so you need to do your best."

"To see my child interact with the other kids and make new friends that she otherwise would not have, is rewarding. This program is such a blessing"

- Casey's mother, Barbara



Gisla Proud mother of 9 children, 7 of whom are Miami Music Project students



Miami Music Project means opportunity for my kids, an opportunity that would not have been there otherwise. At first, when I heard about Miami Music Project,

I thought it was too good to be true, since it was a free music program. But I filled out the applications, made the call, and went to a parent orientation, and that's how I got 7 of my children to join!

All of my children have significantly advanced musically due to their participation in Miami Music Project. Most of all, I see the joy that they have when participating in the program. Whenever there

is an occasion in which they may need to be absent, for example if they need to take exams, they make every effort not to skip their Miami Music Project classes. Or if there is a cancellation of classes they are saddened by that. There is no other place that they feel that way about. I don't know how the atmosphere has come to be established but Miami Music Project has a more personal and family oriented one.

Much of that, I can attribute to the teachers, especially Abi and Alex; not only are they full of knowledge but also they love music and it shows. At home my children often share stories from music

classes; they don't talk about me as much as they talk about some of their teachers! The easy rapport teachers have with students is truly unique to this program and certainly is the #1 reason my children love Miami Music Project.

I am also a volunteer for Miami Music Project and the reason why I volunteer is to show my appreciation- I want to bless those who bless me. I can't replace what the program has done for my family and me. I also can't imagine what I would have to pay somewhere else to have all my children play music. So volunteering may be a small sacrifice of my time, but it's well worth it.

Leaders



"We believe the children of today are the leaders of today, and they are capable of doing anything and accomplishing every dream, no matter how big or small, not tomorrow, but today!"

- Abiram Brizuela, Director of Programming

The Miami Music Project's Leaders Ensemble is comprised of student musicians of the Children Orchestras who have demonstrated exceptional leadership, teamwork and commitment to the program. All members are section leaders within their respective chapter ensembles.

In order for a student to be accepted into the Leaders Ensemble, a student must score 20+ of 25 points during their evaluations and maintain or increase their score throughout their enrollment in the program.

The members of the Leaders Ensemble contribute to the entire program by raising the overall level of musicianship, establishing a strong sense of ownership and motivating next generations to aim for success and high levels of achievement.

During its first season, participation in the Leaders Ensemble increased by almost 300%, demonstrating that the new ensemble empowered our students to go the extra mile in their effort toward being successful.

A True Leader...

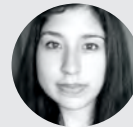
In February 2014, three Miami Music Project student delegates were chosen to participate, along with 23 other musicians nationwide, in the Leadership Forum for Young Musicians at the Take A Stand Symposium in L.A. California.

The Symposium explored the question, "How can we empower students to take control of their futures?"



Joanna, 16, violin

"A true leader is someone who steps up to the plate when no one else does and is willing to put the interest of others before themselves. Some other characteristics of a true leader are: being supportive, truthful, confident and loyal. These are also traits that I have set for myself."



Kelsey, 16, violin

"A true leader is empathetic, having the ability to connect with others based on similar emotions and experiences. Despite differences, a true leader is able to find at least one connection with everyone in order to create a more unified goal. I want to make a difference within my community and share with others that true leadership is possible."



Hector, 15, percussion

"A true leader should be trustworthy and loyal and should demonstrate that to the best of his/her abilities by showing up and being part of something as great as an orchestra".



*Measuring
Impact*

Focus on Resilience

In spite of difficult circumstances, children can manage to overcome enormous challenges and even thrive. Prevention research has identified protective factors, which, if developed in children, allow them to display resilience in the face of adversity. As such, in recent years there has been a shift away from applying a more traditional deficit model with at-risk youth deemphasizing pathology and focusing on resilience.

Path to Healthy Outcomes

The benefits of music education are powerful and far-reaching. Although research on the impact of music education is still nascent, youth involvement in music education has been linked to lower rates of substance use, elevated performance on standardized tests (math and verbal SAT scores), higher GPA, elevated self-esteem, and improved conduct. The rigorous process of learning how to play a musical instrument also enhances the development of critical life-skills such as discipline, self-control, patience, and perseverance.

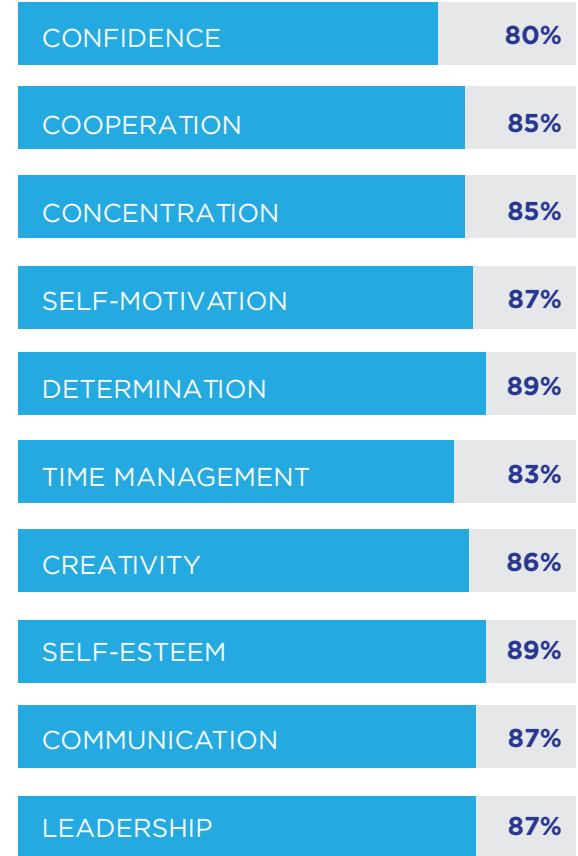
Arts-based programs are especially useful for youth in disadvantaged populations because they can increase self-confidence and help develop creative thinking and problem solving skills. Involvement in music provides a healthy escape from these at-risk youth's everyday lives, gives them a sense of hope and belonging and facilitates reaching their untapped and boundless potential.

Project TREBLE - Impact

We are proud to share with you highlights of the year-1 preliminary results of Project TREBLE - a Ware Foundation funded study conducted by the Community-Based Intervention Research Group (C-BIRG) of Florida International University, that examines, in a multifaceted manner, how participation in Miami Music Project's programs impacts the lives of youth.

A large majority of parents reported noticing an improvement in their child's skills across a variety of domains as a result of his/her Miami Music Project participation, as follows:

Skills Improvement:



**Data taken from Project TREBLE preliminary report of Year-1 activities and a summary of data collected to date (8/21/2014)*

Youth Empowerment

Miami Music Project Youth Orchestra rehearsal at the New World Center, October 29, 2013



MIAMI MUSIC PROJECT YOUTH ORCHESTRA

The Miami Music Project Youth Orchestra brings together South Florida's most talented young musicians, ages 13 – 21, to reach new levels of excellence. Through participation in the program's 6-week intensive seminar young musicians gain coaching through individual lessons and sectionals by Miami Music Project Teaching Artists, masterclasses with featured guest artists, as well as professional development opportunities.

Under the direction of Founding Artistic Director James Judd and Abiram Brizuela, Miami Music Project's Director of Programming, the orchestra performs thrilling and challenging repertoire on the Adrienne Arsht Center's Knight Concert Hall. Lasting friendships and enduring pride in teamwork are results of participation in the Miami Music Project Youth Orchestra.

Institutions Represented FY2013 & FY2014

Miami Music Project Youth Orchestra musicians come from all over:

American Heritage School

Arthur & Polly Mays Conservatory of the Arts

Belen Jesuit Preparatory School

Ben Gamla Charter High School

Broward Virtual School

Cardinal Gibbons High School

Coral Reef Senior High School

Cypress Bay High School

Dillard Center for the Arts

Doral Academy

Dr. Michael M. Krop Senior High

FAU High School

Florida Gulf Coast University

Florida International University

Fort Lauderdale High

Lynn University

Miami Arts Charter

Miami Beach Senior High

Miami Dade College

Miami Senior High School

New World School of the Arts

North Miami Beach Senior High School

Palm Beach State College

Palmetto High School

Pembroke Pines Charter Middle School

Piper High School

Ransom Everglades

Ronald Reagan Doral Senior High

School for Advanced Studies

South Miami Senior High School

University of Miami

Westminster Academy

Westminster Christian School

William H. Turner Technical Arts High School



Peer-to-peer

Teaching and learning

Peer-to-peer teaching and learning is an essential component of Miami Music Project's El Sistema-inspired curriculum. Such learning promotes interpersonal and social development, and helps build a strong sense of community. Students feel an ownership of the music making process, taking responsibility for both individual and group improvement. This is why they take on teaching roles themselves starting at an early age — peer-to-peer instruction is omnipresent as a practice and as a habit of mind, both in designated mentoring roles and in the constant impulse to help others improve their level of musical excellence.

"El Sistema nurtures a powerful intrinsic motivation in learners, which fuels the ambitious work ethic and drives learners to deep commitment, to values and practices that change their lives over time."

~ Eric Booth

Triple benefit of mentoring younger peers:

- 1.** Information reinforcement for the peer-student and the mentor,
- 2.** Leadership skills development,
- 3.** Commitment to ensemble growth.



Kelsey, 16

Violin, Doral Chapter

"Miami Music Project has provided a large stepping-stone in my life. Through the program I have built a sense of individuality, tackling major insecurities and fears, to ultimately become a leader.

The more I stepped into my leadership roles, the more support I gained. I realized that family, friends and even people I didn't know were not necessarily rooting for me to become a musician, but they believed I could do great things in society, that I could make a difference.

Leadership in music is more than focusing solely on musical techniques or the next big concert. It's about being a role model to others. That's why it is my ambition to help develop leadership skills in children, motivating them and instilling the determination and confidence to achieve their highest goals."





Quality Instruction

"Give a child a violin and a good teacher, and suddenly within a few months, you see a changed person."

~ James Judd,
Founding Artistic Director

At Miami Music Project we take the commitment to provide the best musical instruction very seriously. Always striving for excellence allows us to set high goals for ourselves, our teaching artists, children and communities touched by our programs. Serving neighborhoods stigmatized by economic and social challenges presents us with a unique opportunity to help break negative patterns and encourage the pursuit of excellence and happiness. This is accomplished through setting a culture of commitment, intensity, celebrating success and addressing challenges head-on. We aim to provide the highest quality mentors, equipped with tools needed to help students overcome challenges and lead to academic achievement and positive social development in our classrooms.



Daniela Miami Music Project Teaching Artist, Violin

"Miami Music Project is an opportunity for me to take part in what I saw growing up in Venezuela, the El Sistema movement. Now, being a Miami Music Project Teaching Artist, I get to be connected once again with the values of El Sistema.

When a Miami Music Project Teaching Artist approaches a child, we are not trying to be overly authoritarian; instead we focus on breaking down a barrier between student and teacher. For starters, I have the students call me Daniela- not Mrs. Perez. I also make a point of knowing each child individually,

which is really helpful because if a child walks into the classroom looking sad, I can find a way through the music to bring their spirits up. And lastly their musical progress is of extreme importance and I make it a priority for the students to reach the curriculum goals.

Having said that, I always strive to create a link between teacher and student that goes beyond the lesson plan.

For me, the most important and valuable part of the El Sistema philosophy that Miami Music Project uses

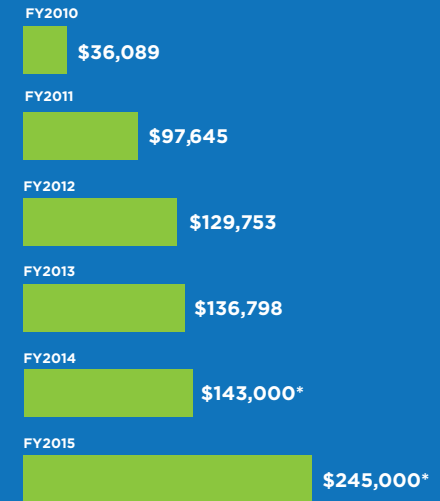
is social development. **I've seen social change in the way my students interact with the music, with each other, their parents and their surroundings.** For example, children who were once shy and did not want to speak up, by the end of the school year, really opened up and worked as a team within their orchestra.

When I look back over the year, I can see clearly how my students improved musically and socially. Music has visibly impacted their lives and I'm honored to be working with them."

Investment into local teaching artists

Miami Music Project is proud to support local teaching artists and professional musicians that call South Florida home.

Amount of \$ invested into hiring and training local teaching artists and professional musicians:



*preliminary figures



Teaching Artists Training Program

As Miami's only El Sistema-modeled orchestra program, Miami Music Project has achieved national prominence as one of the largest programs of its kind. Among most notable achievements is the program's employment of Teaching Artists; professional musicians and educators who call Miami home.

Noted arts educator Eric Booth has defined a Teaching Artist (artist ed-

ucator) as "a practicing professional artist with the complementary skills, curiosities and sensibilities of an educator, who can effectively engage a wide range of people in learning experiences in, through, and about the arts."

The overarching goal of the Teaching Artist Training Program is to create and provide **comprehensive and meaningful training**

experiences and practical tools that serve to empower professional musicians to become 21st century teaching artists, thereby creating a thriving culture of teaching artists in South Florida. This is accomplished by bringing leading facilitators to provide hands-on workshops designed to increase teaching abilities, leadership skills and maintain the highest level of professionalism in the classroom.

Our Funders and Community Partners



The National Endowment for the Arts is an independent federal agency that funds and promotes artistic excellence, creativity, and innovation for the benefit of individuals and communities.



Miami Music Project is sponsored in part by the State of Florida, Department of State, Division of Cultural Affairs and the Florida Council on Arts and Culture. The Division promotes arts and culture as essential to quality of life for all Floridians.



Miami Music Project's programming has been made possible with the support of the Miami-Dade County Department of Cultural Affairs and the Cultural Affairs Council, the Miami-Dade County Mayor and Board of County Commissioners.



The Trust is a dedicated source of revenue established by voter referendum to improve the lives of children and families in Miami-Dade County.



Miami-Dade County Public Schools (MDCPS) have been an influential partner by providing school facilities for our El Sistema-inspired after-school programming.



The Knight Foundation has served a vital role in the inception, growth and success of Miami Music Project by providing funding through its Knight Arts Challenge Grants.



Committed to becoming a clearinghouse for El Sistema resources and a think tank on the expression of El Sistema philosophy and methodology in the U.S.



The Adrienne Arsht Center provides access to the highest quality performing arts opportunities to our students and their families.



Through a scholarship program established in 2012, FIU School of Music supplies a pool of students to work with children participating in our after-school programming.



Supports Miami Music Project Teaching Artists and students by providing tools and techniques leading to positive social development.



Committed to collaborating with local community organizations that foster healthy youth development, C-BIRG conducts Project TREBLE - a rigorous multifaceted examination of how participation in Miami Music Project impacts the lives of youth.



Focused on transforming Liberty City into a prosperous community, Miami Children's Initiative is a cherished partner for our Liberty City Chapter.



Supplies its Fellows to coach our most advanced students taking part in the Miami Music Project Youth Orchestra.



Dedicated to investing in the artistic development of talented young artists, collaborates with Miami Music Project on multiple organizational and programming levels.

The Shepard Broad Foundation, Inc.

Our Liberty City Chapter is funded in part by the generosity of The Shepard Broad Foundation.



Our Little Haiti Chapter is funded in part by the crucial support of the Wells Fargo Foundation.



Using the collective impact approach, the Key Biscayne Community Foundation partners with local organizations to help make and facilitate change and build community support.



Provides educational collaborations through classroom presentations, provision of tickets to performances and other organizational support.



Dedicated to enriching the lives of all children, Miami Children's Museum provides our students with educational opportunities that are nothing short of fun.



Partnership includes numerous organizational and programming initiatives, including mentoring opportunities for members of Belen's Tri-M Music Honor Society.



Transforms lives through the power of diversity in the arts. Our students benefit from concerts during Sphinx Virtuosi's annual tour stop at the New World Center.



Allegro Music Center, a full-service music center, provides Miami Music Project with discounted rates on quality musical instruments and a first-class maintenance services.



IDEAL Fengling Group continues to provide competitive rates on musical instruments and accessories.



Through its Play It Forward campaign, Classical South Florida radio (WKCP 89.7/WPBI 90.7) facilitates an annual nine-week drive to collect new or used musical instruments for donation to Miami Music Project.

Past Community Partners / Programming Initiatives:

TD Bank
Miami Arts Charter
Seraphic Fire's Miami Choral Academy
Trinity Cathedral
Coral Gables Museum

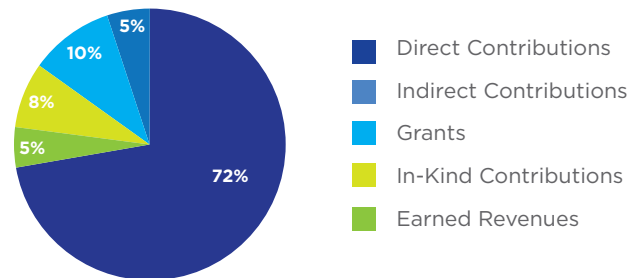
Financial Metrics

Over the past two fiscal years ended June 30, 2013 and 2014, Miami Music Project revenues less expenses have been positive indicating that we have been living within our means. The decline in direct public support in FY2014 masks the fact that we received a number of large nonrecurring gifts in FY2013. In fact, our organization has made considerable progress in broadening the base of contributors. Reference is made to the Donors section of the Annual Report. The reduction in program income last year reflects the disposition of the Mainly

Mozart Festival at the end of FY2013. Although program services expanded in the Doral and Little Haiti chapters and a new chapter was opened in Liberty City in January 2014, the cost of program services barely increased and the total expenses showed a modest decline. In part, these results were aided by the absence of expenses in connection with the Mainly Mozart Festival, but they also underscore our commitment to budgetary discipline and conserving our financial resources.

Where the money comes from

Revenue Allocations FY2013



Statement of Activities

FY2013 Actual and FY2014 Preliminary. Fiscal year ends June 30.

Revenues	FY 2013	FY 2014
Contributions	\$634,641	\$550,763
In-Kind Goods & Services	\$74,539	\$60,000
Program Income	\$31,776	\$17,997
Investment & Other Income	\$6,306	\$25,647
Total Revenues	\$747,262	\$654,407
Expenses		
Program Services	\$513,426	\$523,519
Fund Raising	\$12,169	\$15,044
Management & General	\$95,634	\$63,183
Total Expenses	\$621,229	\$601,786
Change in Net Assets	\$126,033	\$52,661

FY2013 data were compiled by Verdeja / de Armas. FY2014 Preliminary.

Miami Music Project's objective in FY2015 is to focus on raising the quality and capacity of our music instruction by establishing a new chapter for advanced students, strengthening the curriculum, increasing the base of teaching artists, providing teaching artists with professional development opportunities, improving compensation incentives, and upgrading administrative systems and support. Total expenses

in FY2015 are estimated at around \$900,000. We have strategically planned these additional outlays to enable significant future growth in our operations and in particular our program offerings.

The financial condition of Miami Music Project is sound as reflected by our strong liquidity position and investment reserves. Since our founding in 2008,

we have been fortunate in receiving gifts in excess of annual expenses. In view of the substantial increase in total expenses in FY2015, balancing the budget will be a major challenge. Our Board remains committed to raising the necessary resources for funding current operations through a vigorous advancement effort.

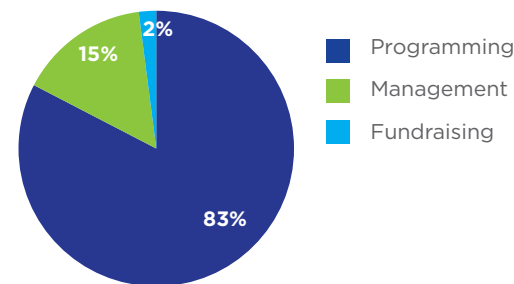
Statement of Financial Position

June 30, 2013 Actual and June 30, 2014 Preliminary

	June 30, 2013	June 30, 2014
Cash & Contributions Receivable & Other Current Assets	\$161,817	\$265,219
Investments	\$818,846	\$764,476
Property Plant & Equipment, Net	\$17,168	\$11,311
Other Assets	\$6,454	\$12,907
Total Assets	\$1,004,285	\$1,053,913
Current Liabilities	\$11,763	\$17,352
Net Assets Unrestricted	\$992,522	\$1,036,561
Total Liabilities & Net Assets	\$1,004,285	\$1,053,913

Where the money goes to

Expense Allocations FY2013



In the past, capital not required for current operations was accumulated in an investment account. In effect, Miami Music Project has a financial safety cushion that will enable the organization to navigate challenging periods. The Board hopes that a significant portion of the investment account will be converted to permanent endowment.

Donors



Special thanks go to all of our contributors and supporters. The following donors generously contributed gifts between July 1, 2012 and June 30, 2014 (in an alphabetical order)

2012-13

\$100,000 - \$500,000

Anonymous
 Arthur and Angela Goldberg and
 the Goldberg Foundation, Inc.
 John S. and James L. Knight
 Foundation

\$50,000 - \$99,000

Miami-Dade County Cultural
 Affairs

\$25,000 - \$49,999

Carol and Myles Berkman**
 Jayusia and Alan Bernstein**
 Gala and Stanley Cohen**
 Daniel Lewis

\$10,000 - \$24,999

Jeannie and Rudy Aragon
 Jack and Marsha Firestone and the
 Firestone Family Foundation**
 The National Endowment for the Arts
 Benjamin Torchinsky
 Wells Fargo Foundation

\$5,000 - \$9,999

Dr. Arthur Agatston and Mrs. Sari Agatston
 City of Doral
 Meg and John Daly**
 Charlene and Ron Esserman
 The Miami Foundation
 Robert and Diane Moss**
 Linda and David Paresky*
 Robert Pinkert
 Sandy and Joe Slotnik*

\$2,500 - \$4,999

Anonymous*
 Lynne and Frank Baldino*
 Aldona Czernecka*
 Karen and Kenneth Heithoff*
 Richard Lampen
 Miami Salon Group
 Linda and Irwin Potash*
 Hazel and Larry Rosen*
 Ruth and Fred Schwalbe*
 Diane and Irving Siegel
 Peggy and Stan Smith*, **
 Wima and Pietro Stefanutti**
 Telemundo Media

\$1,000 - \$2,499

Pennie and Gary Abramson*
 Diane Ashley
 The Batchelor Foundation, Inc.*
 Bobbi and Stephen Berkman
 Madeline and Jim Berlin*
 City of Coral Gables
 Carrie and John Copeland
 Karen Dombey
 Mike Eidson and Dr. Margaret Eidson
 Valerie and James Judd**
 Joyce Katz and Dr. Michael Katz*
 Daniella Levine**
 Jerry M. Lindzon
 Marilyn Ostrow
 People en Español**
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