

# Build Community Support to Win Grants

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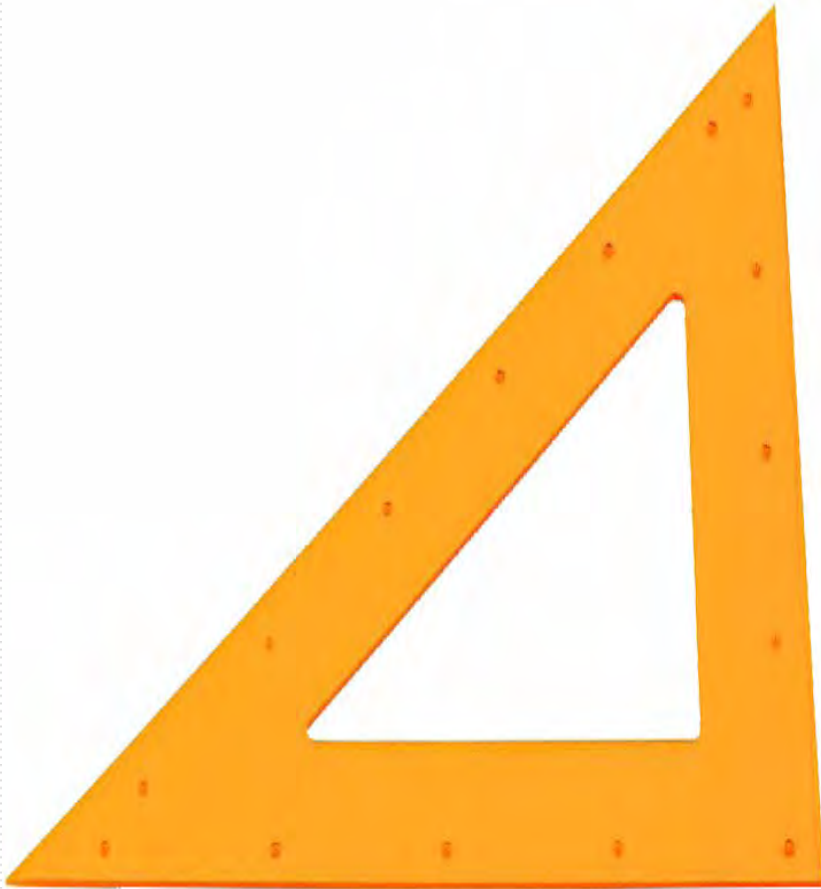
**Texas Music Educators Association**

**San Antonio, TX**

**February, 2006**

# Three Key Elements

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- Your Organization
  - Needs & strengths
- Your Community
  - Its needs
    - Who is being served?
- Your Funders
  - Their goals

# A Perfect Match

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- Your Organization
  - Programs & needs
    - How do you stand out?
- Your Funders
  - Giving pattern & mission
    - What do they find compelling?
- Do not “spray & pray”

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The # 1 reason grants get denied!

# Follow the Rules!

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- Exactly as stated
  - By the funder's RFP
- Observe deadlines
  - No flexibility
- Language
  - Use the funder's terminology
- Grammar
  - If you are sloppy ...

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The # 2 reason grants get denied!

# Types of Grants

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- Program grants
  - Start a new one or expand existing one
- Continuing support grants
  - Beyond the first year
- Research grants
- Scholarships & fellowship grants
- Challenge or matching funds grants
- Endowments
- Consulting grants
- Conference grants

# Spending Grant Money

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- Specific needs:
  - Expensive instruments & equipment
  - Technology – incorporate or update
  - Uniforms
  - Commission a composition

# Spending Grant Money

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- Broader scope:
  - Tours
  - Community outreach & enrichment
  - Start a private lesson program
  - Professional development
    - Hire clinicians & artists-in-residence
    - Attend in-service conventions
  - Build & improve facilities

# Where to Look for Money # 1

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- Your school district
  - Do they already have a grant writer?
  - State / Federal Formula & Block Grants
    - Automatic based on population, demographics
    - How does your content area fit into the bigger picture?
      - Can music be part of a district grant to improve reading skills?
      - Build your case on [www.supportmusic.com](http://www.supportmusic.com)



# Where to Look for Money # 2

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## Local service clubs

- Chamber of Commerce, Rotary Intl., etc.
  - Local business leaders
  - Monthly meetings
  - Be specific when asking for their support!

## Local corporations

- Where do your students' parents work?
  - Look on company websites for:
    - Community outreach or Charitable giving

# Where to Look for Money # 3

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- Patrons of the local arts community
  - Symphony orchestra
  - Art museum
  - Public broadcasting
- Get to know them
  - Build a database
    - Invite them to your concerts
    - Send them stories about your programs

# Where to Look for Money # 4

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- Partner with other local arts groups
  - Which programs have received grants?
  - Can they be expanded or replicated?
  - Be collaborative!
  - Funders know who is doing what
    - Do you?

*“Sticks in a bundle are unbreakable.”  
- African proverb*

# Wants vs. Needs

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# Make a Difference

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- “More important than a work of art itself is what it will sow. Art can die. A painting can disappear. What counts is the seed.”

■ Joan Miro

# The 7 Grant Questions

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- What do you want to buy?
- What will you do with it?
- Why do you want to do that?
- What good will it do?
- What makes you think you're the one to do it?
- How will you know whether you really did it?
- How will you keep doing it?

# Advocacy Tools

The screenshot shows a Microsoft Internet Explorer browser window displaying the SupportMusic.com website. The browser's address bar shows the URL <http://www.supportmusic.com/>. The website header features the "SupportMusic" logo in a large, bold, white font with a black outline, followed by the tagline "a public service of the Music Education Coalition." in a smaller font. To the right of the logo is a red button with white text that reads "SupportMusic.com Información disponible en español. Descarga Ahora." with a PDF icon and a download arrow. Below the logo is a large yellow box with the text "You Can Make A Difference!" in bold black letters. Underneath this box, there is a paragraph of text: "Music and the arts are vital to every child's education. Is your child's music program in danger of being cut? This site offers effective tips for taking action and the latest evidence of music's importance." followed by another paragraph: "Revive your community's commitment. Use SupportMusic.com to face the challenge head on. You CAN make a difference!" and a large, bold, black text box that says "Let's Get Started...". To the right of the yellow box is a section titled "CounterPoint" in bold black letters, followed by "By Dr. John Benham, Music Advocacy Expert" and a blue link "February 16, 2006". Below this is the title "FTE and The Danger of Using Averages" and a paragraph of text: "This article is the fifth in our series on <<Full Time Equivalency (FTE)>> and how your administration uses it to build your school". On the right side of the page, there is a section for "NAMM" (The National Association for Music Education) with the logo "MENC MUSIC EDUCATION". Below this is a Google search bar with the text "WWW.SUPPORTMUSIC.COM" and a "Google Search" button. Underneath the search bar is the heading "The National Effort" in bold black letters, followed by the text "Organizations:" and a list of links: "Apollo Theater Foundation, Inc.", "Arkansas Music Educators Association", and "Art Share Los Angeles". The browser's status bar at the bottom shows "Internet".

# Advocacy Tools

The screenshot shows a Microsoft Internet Explorer browser window displaying the website for the American Music Conference (AMC). The browser's address bar shows the URL <http://www.amc-music.org/>. The website header features the AMC logo and the tagline "AMERICAN MUSIC CONFERENCE ~ The Voice of Music Making". A navigation menu includes links for "Music Making", "Music Education", "Music Research", "News & Events", and "PSA's". The main content area has a "Welcome" heading and a photograph of a young girl playing the violin. To the right of the photo, the text reads: "Promoting the benefits of **music making** and **music education**". Below this, a paragraph states: "AMC 's goal is to build credibility for music and music education, especially at an early age, and to expand that portion of the population that enjoys and makes its own music." At the bottom of the page, there are two award logos: "Best 100 Communities for Music Education in America" and "Be recognized as one of America's 'Best 100 Communities for Music Education'". A "Music Advocacy Resources" button is also visible. The browser's status bar at the bottom shows "Done" and "Internet".

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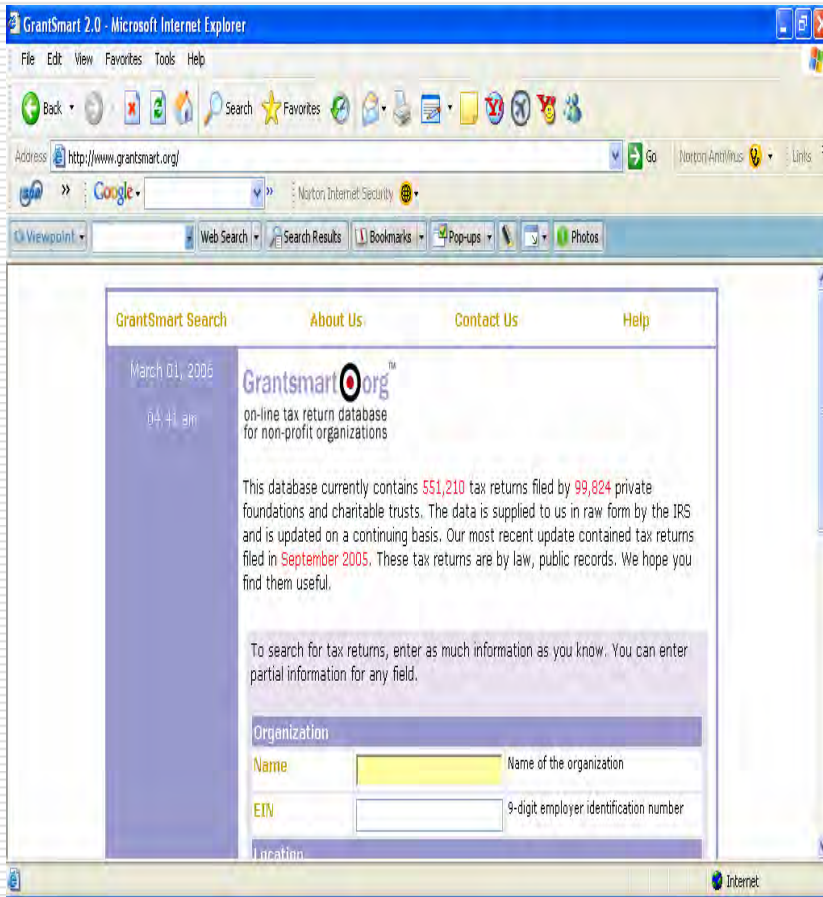
[www.amc-music.org](http://www.amc-music.org)



# Advocacy Tools

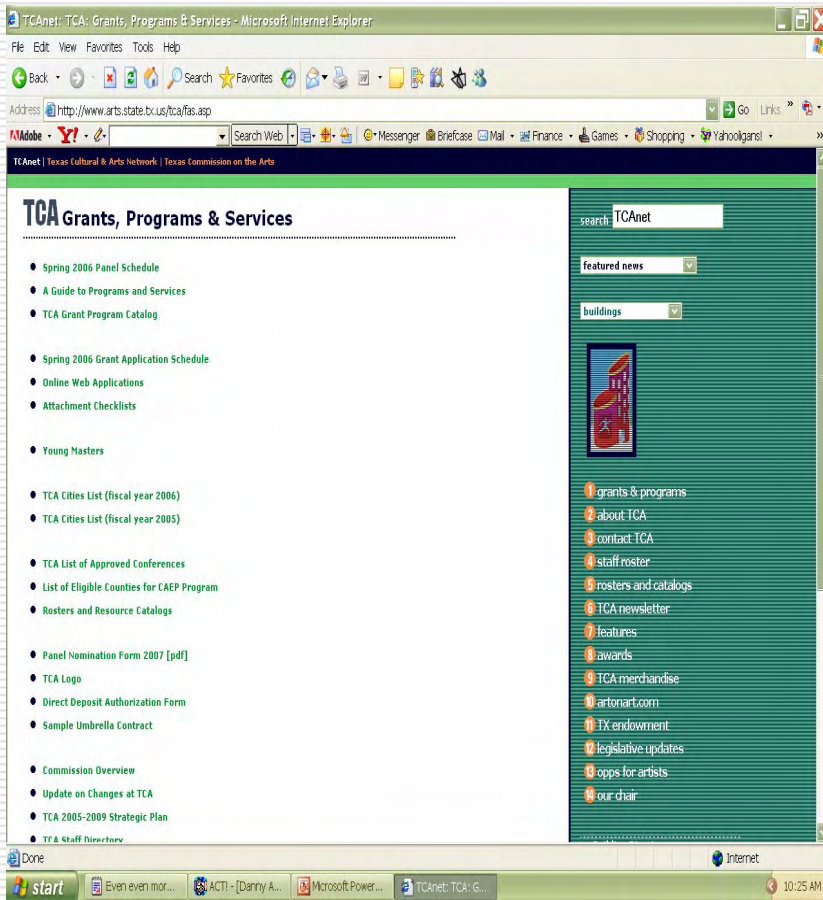


# Who Has the Money?



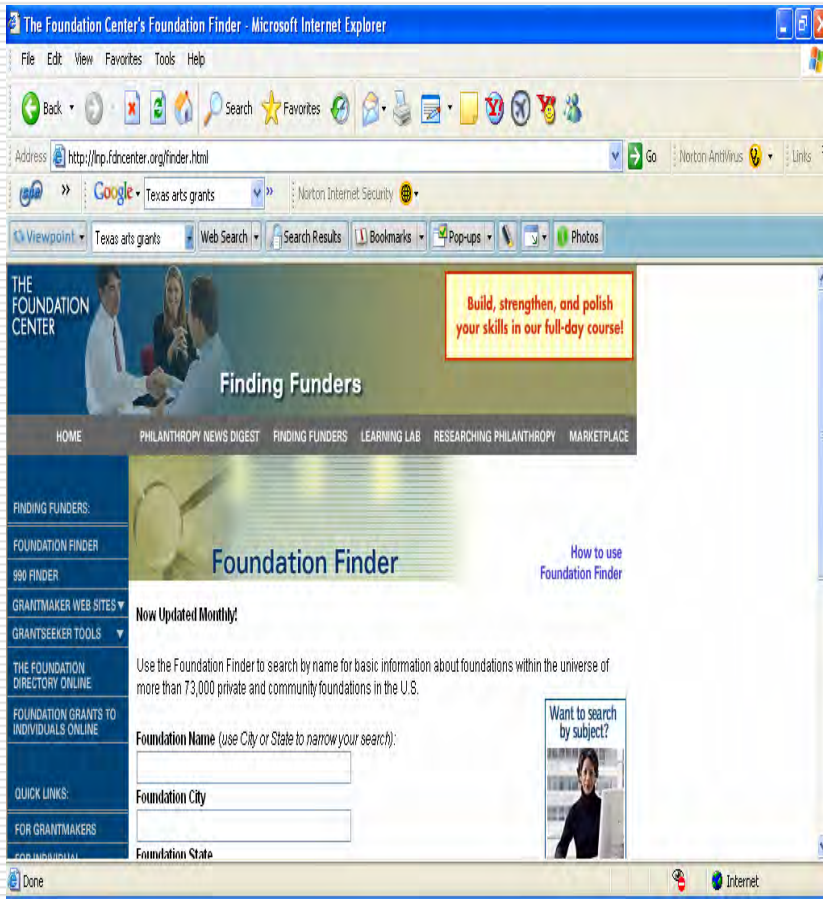
- [www.grantsmart.org](http://www.grantsmart.org)
- 551,210 tax returns
- Form 990
- By 99,824 private foundations and charitable trusts
- Search by state, zip code, size of assets
- See which programs received funding

# Who Gives the Money? In Texas?



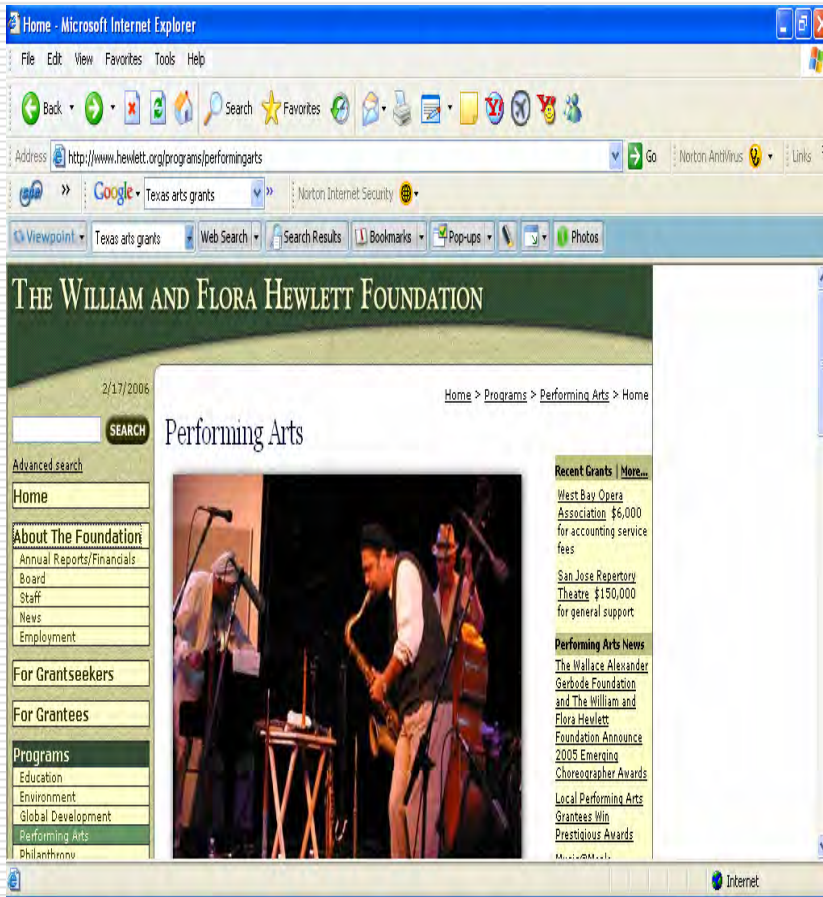
- TX Commission on the Arts gives over \$3.4 million in 2005!
- 446 eligible programs
- 309 organizations
- 86 cities

# Search for Grants



- [www.fdncenter.org](http://www.fdncenter.org)
- The Foundation Center
  - Founded in 1956
  - Search database of 73,000 private & community foundations
  - Subscribe to newsletter

# Search for Grants



- The William and Flora Hewlett Foundation
- *“The Performing Arts Program is founded on the premise that the experience, understanding, and appreciation of artistic expression give value, meaning, and enjoyment to people’s lives.”*

<http://www.hewlett.org/programs/performingarts>

# Search for Grants



- ❑ The Grantsmanship Center's Community Foundation
- ❑ Learn more about Community Foundations
- ❑ Search by state

<http://www.tgci.com/funding/community.asp>

# Search for Grants



- [www.schoolgrants.org](http://www.schoolgrants.org)
- Founded in 1999 by Donna Fernandez
  - Former Grant Writer for Dallas ISD
  - As a way to share grant information with PK – 12 educators
  - Sign up for the newsletter!

# Consider This First

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- *“Studies indicate that the one quality all successful people have is persistence. They’re willing to spend more time accomplishing a task and to persevere in the face of many difficult odds. There’s a very positive relationship between people’s ability to accomplish any task and the time they’re willing to spend on it.”*

■ *Dr. Joyce Brothers*





# Clarity of Purpose - 1

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- What is the problem you want to address?
  - How pressing is the need?
- Who and how many people are affected?
  - Who else is trying to solve this problem?
- What makes your organization uniquely qualified to address the problem?
  - What is your history of accomplishment?

# Clarity of Purpose - 2

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- Who in the community supports your organization?
- Who in the community will participate in the program?
- What are your goals?
  - What objectives will you employ?
- What is your budget for the program?
  - Are other funders involved?

# Tell Your Story

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- Facts are vital
  - Current, accurate
  - They, alone, will not win the grant
- Paint a picture for your funders
- Make a compelling case for your program!