

# The Florida Music Education Association, Inc.

**Project Title:** FMEA 2021-2022

**Grant Number:** 22.c.ps.200.206

**Date Submitted:** Thursday, May 28, 2020

## A. Cover Page Page 1 of 12

### Guidelines

Please read the current Guidelines prior to starting the application: 2021-2022 General Program Support Grant Guidelines

### Application Type

**Proposal Type:** Arts In Education


**Funding Category:** Level 3

**Discipline:** N/A

**Proposal Title:** FMEA 2021-2022

## B. Contacts (Applicant Information) Page 2 of 12

### Applicant Information

- a. **Organization Name:** The Florida Music Education Association, Inc. 
- b. **FEID:** 59-0791022
- c. **Phone number:** 850.878.6844
- d. **Principal Address:** 402 Office Plaza Tallahassee, 32301-2865
- e. **Mailing Address:** 402 Office Plaza Tallahassee, 32301-2865
- f. **Website:** FMEA.org
- g. **Organization Type:** Nonprofit Organization
- h. **Organization Category:** Other
- i. **County:** Leon
- j. **DUNS number:** 858633969
- k. **Fiscal Year End Date:** 06/30

### 1. Grant Contact \*

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### 2. Additional Contact \*

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**3. Authorized Official \***

**First Name**

Kathleen

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850.878.6844

**Email**

kdsanz@flmusiced.org

**4. National Endowment for the Arts Descriptors**

**4.1. Applicant Status**

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Organization - Nonprofit

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**4.2. Institution Type**

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Union/Professional Association

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**4.3. Applicant Discipline**

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Music

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**5. Department Name Multipurpose Institutions only (universities, cities, colleges, counties, etc.)**

## C. Eligibility Page 3 of 12

### 1. What is the legal status of the applicant? \*

- ☐ Public Entity
- ☒ Nonprofit, Tax-Exempt
- ☐ Solo or Individual artists or unincorporated performing company
- ☐ Other (not an eligible response)

### 2. Are proposed activities accessible to all members of the public? \*

- ☒ Yes (required for eligibility)
- ☐ No

### 3. Do proposed activities occur between 7/1/2021 - 6/30/2022? \*

- ☒ Yes (required for eligibility)
- ☐ No

### 4. How many years of completed programming does the applicant have? \*

- ☐ Less than 1 year (not eligible)
- ☐ 1-2 years (required for eligibility for GPS and SCP)
- ☒ 3 or more years (required minimum to request more than \$50,000 in GPS)

### 5. Does your organization have an arts education mission and primarily conduct arts in education programming?\*

- ☒ Yes (required for eligibility)
- ☐ No

# D. Excellence Page 4 of 12

## 1. Applicant Mission Statement - (Maximum characters 500.) \*

The Mission of the Florida Music Education Association is to promote quality, comprehensive music education in all Florida schools.

## 2. Proposal Description

Describe the project or program for which you are requesting funding. Include goals, fully measurable objectives, activities, partnerships/collaborations, and a timeline. If you are an LAA or SSO, please include a statement that describes the services provided to your audience (including membership) and how those services are provided.

### 2.1. Goals, Objectives, and Activities - (Maximum characters 5000.)

**Goals:** Broad statements that are usually general, abstract, issue oriented with realistic priorities. Goals are a long-term end to which programs and activities are developed and should reflect the organization's mission statement. Goals can be listed in priority order and ranked.

**Objectives:** Specific, measurable ends that are achievable within a time frame and mark progress towards achieving goals.

**Activities:** These are the specific activities that achieve the objectives.

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FMEA provides mission-driven services for the advancement of music education in Florida.

Programming is based on the 2019-2021 Strategic Plan and concentrates on four elements: 1. learning & teaching; 2. teacher recruitment & retention; 3. leadership; and 4. advocacy & alliances.

#### 1. Learning & Teaching

**Goal:** Provide learning opportunities and resources and expand professional development programs for members

**Objectives:**

- Implement quarterly webinar series on engaging students with different learning abilities
- Increase attendance 10% at professional development sessions focused on teaching students from diverse populations
- Increase participation 15% in student activities involving diverse musical genres
- Increase use of online professional development programs by 10%

**Activities:**

- All-State
  - 22 audition-based performing ensembles hosted annually involving 2300+ K-12 Florida students
  - Led by nationally-recognized conductors

- Concerts open to public
- Professional Development
  - FMEA Conference
  - Summer Institute
  - Webinars
  - Online ESE course
  - Supports Florida State Standards
  - Focused on curriculum, instruction, assessment models, and supporting students with disabilities and diverse learners
- Publications
  - Promotes research in music education
  - *Research Perspectives in Music Education (RPME)*
  - *Florida Music Director (FMD)* magazine
- Diverse music genres
  - Guitar/Ukulele Festival
  - Steel Band Festival
  - World Drumming Workshops
  - Digital Music Showcase
  - Crossover Festival

## **2. Teacher Recruitment & Retention**

Goal: Gain new members and participation in FMEA programs

Objectives:

- Increase new member join rate by 5%
- Increase student participation in the Student Conference Experience
- Increase new teacher participation in the FMEA Conference
- Increase June Hinckley Scholarship applicants
- Increase student participation in the Florida NAfME Collegiate and Florida Music Supervision Association Fall Conference

Activities:

- Student Conference Experience
  - Engages future music teachers while in high school
  - Develops young talent and reduces barriers to participating at the FMEA Conference
- Emerging Leaders

- A mentorship program for new teachers
- June Hinckley Scholarship
  - Supports exceptional high school seniors planning to study music education at a Florida college/university
- Fall Conference
  - Combined conference for collegiate music students, music supervisors, and college music professors

### **3. Leadership**

Goal: Continue to provide and promote leadership training opportunities

Objectives:

- Have at least 18 members graduate from Summer Institute
- Maintain participation level in Student Leadership Workshop
- Recognize District Teachers of the Year who are music educators

Activities:

- Summer Institute
  - Annual professional development for music education leaders
- Student leadership opportunities
  - Student Leadership Workshop for students
  - Collegiate Advocacy Summit Scholarship for college students
- Tri-M Music Honor Society
  - Society with middle and high school chapters
  - Focuses on creating future leaders in music education and music advocacy
- Emerging Leaders Program
  - Identifies early-career music educators who demonstrate leadership potential
  - Provides guidance and support to outstanding music educators
- District Teachers of the Year
  - Congratulatory letters mailed to district Teachers of the Year who are music educators
- Multicultural Network
  - Members dedicated to bridging cultural divides in music

### **4. Advocacy & Alliances**

FMEA was awarded the National Association for Music Education's (NAfME) 2019 Excellence in Advocacy Award for outstanding accomplishments in music education advocacy.

Goal: Continue to promote the need for partnerships and advocacy for the arts by increasing participation in relevant activities

## Objectives:

- Increase distribution of printed & digital materials by 5%
- Increase membership in the Florida Corporate & Academic Partners (FCAP) program by 10%
- Increase participation in Collegiate Advocacy Day by 10%
- Increase number of Music Parent Advocates by 30%

## Activities:

- FMEA advocates for music education and campaigns for the passing of the Florida Seal of Fine Arts legislation via:
  - Printed materials
  - Webinars and videos
  - Website
  - Participation in Arts & Culture Day at the Florida Capitol
  - Email updates to stakeholders
  - Direct legislator contact
- FMEA partners with professional musicians and organizations like The Florida Orchestra to provide enrichment opportunities at the FMEA Conference.
- FMEA's Executive Director works with the following to advocate for school district, state policies, and legislation that promote music instruction:
  - Florida School Music Association
  - Florida Association of District Superintendents
  - Florida School Boards Association
  - Florida Association of School Administrators
  - Florida Alliance for Arts Education
  - Florida Cultural Alliance
- Collegiate Advocacy Day
  - Hosted annually during the Florida Legislative Session
  - Opportunity for future music educators to meet legislators
  - Collegiates engage in the political process that affects music education in Florida and their future careers
- Music Parent Advocates
  - Composed of parents of Florida students who take music classes
  - Engage with registered advocates about legislation that impacts music education in Florida via in-person training, printed materials, podcasts, and the website
- Exhibit Hall at FMEA Conference



- Opportunity for FCAP partners and other music and affiliated companies/institutions to engage music educators, students, and parents with their products and services
- FMEA recruits exhibitors to become FCAP partners
- Recognitions & Accomplishments
  - Legislators are encouraged to recognize accomplishments of music students, teachers, and education programs in their districts; builds relationships and appreciation for music in education
  - FMEA sends thank you letters to the governor and key legislators and stakeholders for their approving DCA grant funding

## **2.2. Partnerships & Collaborations - (Maximum characters 2000.)**

Describe any partnerships and/or collaborations with organizations directly related to the Specific Cultural Project (SCP) or General Programming (GPS). Discuss the responsibilities and benefits of the relationship and whether any formal agreements are in place.

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**\*\*view acronyms guide in the supporting materials\*\***

### **1. National Association for Music Education (NAfME)**

FMEA is a federated state association of NAfME, a national music education organization working to ensure access to quality music education taught by certified music educators and available to all students. NAfME influences federal music education policies and offers professional development and resources. Most FMEA memberships include a NAfME membership. FMEA's Executive Director is the NAfME President.

NAfME Collegiate: Future music educators develop professionally and advance music education. Florida NAfME Collegiate's Advisor is on FMEA's board.

### **2. FMEA Component Organizations**

FMEA is the umbrella for six component organizations specializing in specific areas of music and managed by relevant experts. Each component is represented on FMEA's board. They identify All-State concert conductors, recommend conference sessions, and provide professional development and resources:

FMEA members may join:

- Florida Bandmasters Association (FBA)
- Florida Orchestra Association (FOA)
- Florida Vocal Association (FVA)
- Florida Elementary Music Educators Association (FEMEA)
- Florida College Music Educators Association (FCMEA)
- Florida Music Supervision Association (FMSA)

### **3. Foundation Support**

In recent years FMEA has partnered with national organizations on advocacy. This has included grant awards for FMEA, alignment of legislative agenda, and cohesive advocacy strategies.

#### 4. Corporate and Academic Partners

The Florida Corporate and Academic Partner Program (FCAP) provides working relationships and benefits for FMEA's sponsors, vendors, and advertisers. FCAP members provide music educators and students access to music companies and universities. An FCAP partner sits on FMEA's board, and FMEA encourages members to support FCAP partners.

#### 5. Local Business Collaborations

FMEA strives to use local businesses to provide products and services for its programs. FMEA's continuous improvement of its programs is partially made possible through these businesses' abilities to fit FMEA's needs.

### 2.3. Timeline - (Maximum characters 2000.)

List timeline of activities during the grant period.

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#### 1st Quarter – July-September 2021

- FMEA Conference Marketing Plan/materials developed
- Call for award nominations distributed/submitted
- 2021 Multicultural Network Summer Workshop evaluated
- 2021 Summer Institute evaluated
- Crossover Festival planned; marketing materials included in *FMD*
- Advocacy back-to-school webinar held
- All-State auditions
- Marketing to teacher applicants of Crossover Festival; applications reviewed

#### 2nd Quarter – October-December 2021

- Annual FMEA Conference promoted through *FMD*; e-newsletters; & social media; program printed
- Award winners selected/notified
- Digital Music Showcase applications due; selected students notified
- All-State student auditions continue; audition results posted
- Multicultural Summer Network Workshop plans developed
- Summer Institute plans developed; promoted through *FMD*
- FL NAfME Collegiate/FMSA Fall Conference held

#### 3rd Quarter – January-March 2022

- FMEA Conference held & evaluated; the following year's plan begins
- Awards presented at FMEA Conference; awards press releases sent to targeted media

- Selected student works of Digital Music Showcase presented at FMEA Conference; call for following year's applications opens
- Emerging Leaders session held at FMEA Conference; promoted through *FMD*
- Crossover Festival held at FMEA Conference
- Letters sent to state senators to identify students in their districts selected for All-State ensembles
- Congratulatory letters sent to District Teachers of the Year who teach music
- Collegiate Advocacy Day promoted through *FMD*; advocacy materials developed; held at Florida Capitol
- Call for Collegiate Advocacy Summit Scholarship and June Hinckley Scholarship applicants opens; promoted through *FMD*, e-newsletters, & social media
- Digital Music Showcase promoted through *FMD*
- Multicultural Network Summer Workshop promoted through *FMD*
- Summer Institute promoted through *FMD*; applicants reviewed/participants notified

#### **4th Quarter – April-June 2022**

- Session proposals/ensemble performance applications due for 2022 FMEA Conference
- Call for award nominations opens; promoted through *FMD*
- Emerging Leaders nominations due; Leadership Mentors assigned; Summer “Drive-in” to Leadership Workshop held
- Scholarship winners selected/announced
- Multicultural Network Summer Workshop promoted in *FMD*; final plans; Workshop held
- Summer Institute held

# E. Impact Page 5 of 12

## Instructions

Do not count individuals reached through TV, radio, cable broadcast, the Internet, or other media. Include actual audience numbers based on paid/free admissions or seats filled. Avoid inflated numbers, and do not double-count repeat attendees.

Applicants to the UCCD Salary Assistance category should calculate the number of individuals benefiting based on the number of jobs the grant funds in the application is supporting. If it is only one (1) position, then the number of individuals benefiting should be one (1).

### 1. What is the estimated number of proposal events? \*

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240

### 2. What is the estimated number of opportunities for public participation? \*

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240

### 3. How many Adults will be engaged? \*

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10,500

### 4. How many school based youth will be engaged? \*

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9,600

### 5. How many non-school based youth will be engaged? \*

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0

### 6. How many artists will be directly involved?

Enter the estimated number of professional artists that will be directly involved in providing artistic services specifically identified with the proposal. Include living artists whose work is represented in an exhibition regardless of whether the work was provided by the artist or by an institution. This figure should reflect a portion of the total individuals benefiting. If no artists were directly involved in providing artistic services enter 0.

#### 6.1. Number of artists directly involved? \*

**6.2. Number of Florida artists directly involved?**

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185

**Total number of individuals who will be engaged?**

20360

**7. Select all categories that make up 25% or more of population directly benefiting (excluding broadcasts and online programming): \***

- ☒ Children/Youth (0-18 years)
- ☒ Adults (25- 64 years)

**8. Select all categories that make up 25% or more of population directly benefiting (excluding broadcasts and online programming): \***

- ☒ Hispanic/Latino
- ☒ White

**9. Describe the demographics of your service area. - (Maximum characters 1500.)**

FMEA primarily serves K-12 music educators in the state of Florida. Other member types include retirees, college students, school administrators, district music supervisors, and corporate and academic partners. In consultation with legal counsel, the FMEA Board of Directors has decided to not collect gender, race, ethnicity, age, or socio-economic information from our members or the students they teach.

**10. Additional impact/participation numbers information (optional) - (Maximum characters 500.)**

Use this space to provide the panel with additional detail or information about the impact/participation numbers.

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Over 9,600 students throughout Florida audition for All-State Ensembles. Over 2,800 K-12 student and collegiate student participants perform in the All-State concerts in Tampa each January, and each of the 10,000 conference attendees may attend for no extra charge and 5,000+ individual ticket holders attend each year. Over 3,000 FMEA active members are Florida teachers with a minimum student load of 120 students each. The professional development and other services provided to members have a direct impact on their 360,000+ students.

**11. In what counties will the project/program actually take place?**

Select the counties in which the project/programming will actually occur. For example, if your organization is located in Alachua county and you are planning programming that will take place in Alachua as well as the surrounding counties of Clay and St. Johns, you will list all three counties. Please do not include counties served unless the project or programming will be physically taking place in that county. *State Service Organization* applicants: Select all counties that will be served by your programming.

- ☒ Alachua
- ☒ Baker
- ☒ Bay
- ☒ Bradford
- ☒ Brevard
- ☒ Broward
- ☒ Calhoun
- ☒ Charlotte
- ☒ Citrus
- ☒ Clay
- ☒ Collier
- ☒ Columbia
- ☒ DeSoto
- ☒ Dixie
- ☒ Duval
- ☒ Escambia
- ☒ Flagler
- ☒ Franklin
- ☒ Gadsden
- ☒ Gilchrist
- ☒ Glades
- ☒ Hamilton
- ☒ Hardee
- ☒ Hendry
- ☒ Hernando
- ☒ Highlands
- ☒ Hillsborough
- ☒ Holmes
- ☒ Indian River
- ☒ Jackson
- ☒ Jefferson
- ☒ Lafayette
- ☒ Lake
- ☒ Lee
- ☒ Leon
- ☒ Levy
- ☒ Liberty
- ☒ Madison
- ☒ Manatee
- ☒ Marion
- ☒ Martin
- ☒ Miami-Dade
- ☒ Monroe

- ☒ Nassau
- ☒ Okaloosa
- ☒ Okeechobee
- ☒ Orange
- ☒ Osceola
- ☒ Palm Beach
- ☒ Pasco
- ☒ Pinellas
- ☒ Polk
- ☒ Putnam
- ☒ Santa Rosa
- ☒ Sarasota
- ☒ Seminole
- ☒ St. Johns
- ☒ St. Lucie
- ☒ Sumter
- ☒ Suwannee
- ☒ Union
- ☒ Volusia
- ☒ Wakulla
- ☒ Walton
- ☒ Washington

## 12. Proposal Impact - (Maximum characters 3500.) \*

Describe the economic impact of your organization as a whole and of the proposal in particular on your local community. Include a description of your proposal's education and outreach activities.

*Organizations:* Include the economic impact of your organization as a whole.

*Solo Artists:* Include any positive social elements and community engagement anticipated from the project.

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FMEA's operating budget is \$1,300,000 and programming generates over a 600% return on investment through economic activity based on operating cost. If program costs alone are considered, the ratio escalates to 12:1. COVID-19 impacted FMEA's programming March-June 2020, so these numbers are based on 2018-2019.

FMEA has multiple programs throughout the state that impact communities economically and culturally. The annual professional development conference in Tampa boosts the economy of the greater Tampa Bay area by nearly \$8.3 million, according to Visit Tampa Bay. The 2020 FMEA Conference was attended by 3,095 teachers representing 60 of the 67 counties in Florida. Also in attendance were 4,055 students, 2,014 adult chaperone audience members, and more than 5,000 ticketed audience members. The number of directly impacted individuals at the annual FMEA conference was approximately 14,500. In an effort to provide access to these events, FMEA offers scholarships for those teachers in underserved counties.

While FMEA makes significant economic contributions to the state of Florida, the greater impact is on teaching, learning, and the development of an arts culture. Participants of programs will be able to communicate their knowledge, skills, and experiences learned, directly having a positive impact on their communities. This effect will help others become better music educators, music consumers, and music education advocates.

In an effort to provide a high quality music education for all students, it is imperative that music educators continue to grow in their profession. FMEA, in collaboration with the Florida Department of Education and the Florida Center for Interactive Media, developed a twenty-hour professional development program called *Teaching Students with Disabilities for Music Educators*, and is currently in the process of updating the content with the latest research and education practices. This web-based training program was designed to assist music educators in developing skills and knowledge to better educate students with disabilities. FMEA also uses face-to-face and web-based training in professional development for all of its members.

FMEA works to build future audiences by promoting student participation, improving teacher strategies, and providing positive musical experiences. FMEA is creating the arts audience of the future and passionately advocates for the arts in Florida.

### **13. Marketing and Promotion - (Maximum characters 3500.) \***

Describe the marketing/promotion/publicity plans and audience development/expansion efforts as related to the proposal. For example, include information on advertising, social media, collaboration with local organizations, brochures, etc.

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FMEA markets programming to align with its mission and strategic plan. Recognizing the need for expanded member, public, and media relations, The Center for Fine Arts Education, Inc.(CFAE), an association management firm that professionally manages arts education associations, including FMEA, employs, among other staff, two staff members: a Marketing & Membership Coordinator and a Public Affairs & Communications Coordinator. They ensure that communications and marketing materials are timely, relevant, and accessible. FMEA's marketing and promotional programming includes:

#### **FMEA Publications:**

- *Florida Music Director (FMD)* - a magazine promoting music education is published eight times annually and is distributed to approximately 5,100 music teachers, district music supervisors, and other subscribers. While digital copies of each issue are available online, four issues each year are printed and mailed to members.
- *Research Perspectives in Music Education (RPME)* - a peer-reviewed research journal that is published once or twice a year. FMEA makes this publication available online to the public at no cost which expands its reach beyond its 4,000+ members.

#### **E-Newsletters:**

FMEA sends e-newsletters to members with information about conferences and workshops, scholarships, other member opportunities, and advocacy efforts. They can also be viewed on the website, thus providing open access to information about FMEA's programs, opportunities, and music education. An enhanced strategy to increase member engagement will feature photos and articles highlighting members involved in FMEA programs.

#### **Printed Marketing Materials:**

FMEA uses grant funds for printed marketing materials such as brochures touting the connection between music education and academic success. These are distributed during the FMEA Conference and advocacy events such as Collegiate Advocacy Day, where they reach a large audience.

#### **Media Outreach:**



FMEA maintains a master media relations calendar in order to reach current and prospective members and the public. FMEA uses its database of statewide education and arts newspaper reporters to send news about award and scholarship winners, conferences, and music education success stories.

To further promote its programs, FMEA has a social media plan for maintaining Facebook, Twitter, and Instagram accounts to grow interest in music education and broadening the Association's online presence to current and prospective members by:

- Posting articles, photos, videos, and information about member services, publications, and music education news.
- Promoting selected Facebook posts and using website conversion ads to make key FMEA initiatives more visible and, in turn, encourage members to take specific actions such as membership renewals and conference registrations.
- Tracking and evaluating social media statistics through its monitoring tools. As of May 2020, the FMEA Facebook page has had more than a 12% increase in page likes for the past year and more than a 10% gain of likes on Twitter.
- Staff members participate in professional development training to increase knowledge of social media trends and ways to track social media performance.

#### **Media Kit Website:**

FMEA maintains a Media Kit website to provide current and potential advertisers information about advertising opportunities, rates, and the FMD editorial calendar.

#### **Website:**

The FMEA website features events, membership information, publications, ads, a page for its FCAP members, and a link to FMEA's Media Kit website. FMEA plans to highlight the value of membership by including articles and photos of members attending FMEA events. FMEA has made the process to join or renew a membership online more convenient by:

- Making the join/renew link prominent
- Specifying membership benefits
- Simplifying the selection of membership type
- Indicating the breakdown of membership prices

# F. Management and Operating Budget Page 6 of 12

## 1. Fiscal Condition and Sustainability - (Maximum characters 1750.) \*

Describe the fiscal condition of the organization as it relates to the successful completion of the proposal. Also describe plans to sustain the proposal activities after the grant period.

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FMEA is in excellent fiscal condition. Financial planning, management, and oversight is a priority for the Board of Directors and staff. Good financial planning ensures sustainability and the longevity of programming.

FMEA maintains stable cash reserves, as opposed to a credit line, for operations. Cash reserves contain twelve months of operating cost that would allow FMEA to adjust to changes in the economic conditions without reducing services to members. The only long term debt is a mortgage on its building in Leon County.

The FMEA Board of Directors and staff hired a financial planner to conservatively invest funds to increase the Association's overall sustainability. It was estimated that the investment would return about 2% annually. Since the investment was made, the overall rate of return has been 22%.

All activities are intended to be sustained over time and budgeted accordingly. Pilot programs are funded through annual increases in net revenue and grant funding for a set amount of time and then reviewed based on the goals set for the program. The continued development, strengthening, and expansion of programs will be enhanced with the support of this grant.

FMEA actively seeks new sources of revenue by soliciting grants, increasing membership, expanding program revenue, and increasing corporate and academic partnerships.

## 2. Evaluation Plan - (Maximum characters 1750.) \*

Briefly describe your methods and processes for gathering, analyzing, and reporting data to evaluate your programming with the purpose of improving, deciding to continue, or stopping.

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Evaluation plans for all programs and activities are guided by the Board of Directors. The board reviews and evaluates all programs and projects at business meetings three times a year. An established chairperson oversees each project, budget, work plan, and evaluation of the program.

The programs are developed with evaluation methods in mind to be able to identify strengths and weaknesses. This information is used to improve the programming. Some of the specific evaluation methods used by the board include:

### 1. Learning and Teaching:

- Number of sessions/workshops presented on Florida State Standards, especially with regard to assessment

- Editorial committee review of published materials
- Content review and completion rate of the online course, *Teaching Students with Disabilities for Music Educators*
- The number of students participating in programs
- The size of the audience attendance at concerts
- Number of students participating in diverse music ensemble opportunities

## 2. Teacher Recruitment and Retention:

- Number of new members
- Number of applications for the June Hinckley scholarship
- Number of participants at the fall conference for collegiate students
- Number of first-year and new-to-Florida teacher participants at the FMEA Conference
- Number of retired members

## 3. Leadership:

- Number of Summer Institute graduates
- Post-program survey of Summer Institute participants
- Number of school-aged and college students participating in the FMEA Conference
- Number of participants in the Emerging Leaders Program
- Agenda for the Board Leadership training

## 4. Advocacy and Alliances

- Number of new advocacy printed collateral pieces
- Number of web hits to the Advocacy web pages
- Amount of advocacy digital content (including webinars and videos)
- Number of partners in the Florida Corporate and Academic Partners Program.
- Number of college students participating in Collegiate Advocacy Day

## 3. Completed Fiscal Year End Date (m/d/yyyy) \*

6/30/2019

## 4. Operating Budget Summary

| Expenses                     | Previous Fiscal Year | Current Fiscal Year | Next Fiscal Year |
|------------------------------|----------------------|---------------------|------------------|
| 1. Personnel: Administrative | \$325,000            | \$325,000           | \$335,000        |

|           |   |                             |                            |                         |
|-----------|---|-----------------------------|----------------------------|-------------------------|
| 2.        | Personnel: Programmatic                 | \$45,218                    | \$45,721                   | \$46,250                |
| 3.        | Personnel: Technical/Production         | \$120,433                   | \$137,458                  | \$174,264               |
| 4.        | Outside Fees and Services: Programmatic | \$191,264                   | \$184,105                  | \$211,250               |
| 5.        | Outside Fees and Services: Other        | \$15,513                    | \$24,697                   | \$33,250                |
| 6.        | Space Rental, Rent or Mortgage          | \$149,221                   | \$123,476                  | \$199,708               |
| 7.        | Travel                                  | \$95,160                    | \$56,054                   | \$106,976               |
| 8.        | Marketing                               | \$38,252                    | \$35,742                   | \$36,500                |
| 9.        | Remaining Operating Expenses            | \$188,255                   | \$224,618                  | \$195,475               |
| <b>A.</b> | <b>Total Cash Expenses</b>              | <b>\$1,168,316</b>          | <b>\$1,156,871</b>         | <b>\$1,338,673</b>      |
| <b>B.</b> | <b>In-kind Contributions</b>            |                             |                            |                         |
| <b>C.</b> | <b>Total Operating Expenses</b>         | <b>\$1,168,316</b>          | <b>\$1,156,871</b>         | <b>\$1,338,673</b>      |
|           | <b>Income</b>                           | <b>Previous Fiscal Year</b> | <b>Current Fiscal Year</b> | <b>Next Fiscal Year</b> |
| 10.       | Revenue: Admissions                     | \$599,413                   | \$643,317                  | \$647,000               |
| 11.       | Revenue: Contracted Services            | \$304,680                   | \$312,330                  | \$299,100               |
| 12.       | Revenue: Other                          | \$296,685                   | \$377,680                  | \$369,500               |
| 13.       | Private Support: Corporate              |                             |                            |                         |
| 14.       | Private Support: Foundation             | \$5,200                     |                            |                         |
| 15.       | Private Support: Other                  | \$8,504                     | \$8,886                    | \$8,600                 |
| 16.       | Government Support: Federal             |                             |                            |                         |

|           |                                    |                    |                    |                    |
|-----------|------------------------------------|--------------------|--------------------|--------------------|
| 17.       | Government Support: State/Regional | \$9,902            | \$32,736           |                    |
| 18.       | Government Support: Local/County   | \$20,000           | \$20,000           | \$20,000           |
| 19.       | Applicant Cash                     |                    |                    |                    |
| <b>D.</b> | <b>Total Cash Income</b>           | <b>\$1,244,384</b> | <b>\$1,394,949</b> | <b>\$1,344,200</b> |
| <b>B.</b> | <b>In-kind Contributions</b>       |                    |                    |                    |
| <b>E.</b> | <b>Total Operating Income</b>      | <b>\$1,244,384</b> | <b>\$1,394,949</b> | <b>\$1,344,200</b> |

### 5. Additional Operating Budget Information (optional) - (Maximum characters 500.)

Use this space to provide the panel with additional detail or information about the operating budget. For example, if you have a budget deficit or there has been a large change in your operating budget compared with last fiscal year.

FMEA budgets a zero balance budget each year. Since non-allowable expenses have been removed from the operating budgets in this application, the net income appears inflated as compared to the actual end of year financial statements.

### 6. Paid Staff

- ☐ Applicant has no paid management staff.
- ☐ Applicant has at least one part-time paid management staff member (but no full-time)
- ☐ Applicant has one full-time paid management staff member
- ☒ Applicant has more than one full-time paid management staff member

### 7. Hours \*

- ☒ Organization is open full-time
- ☐ Organization is open part-time

# G. Management and Proposal Budget Page 7 of 12

## 1. Rural Economic Development Initiative (REDI) Waiver \*

☐ Yes

☒ No

## 2. Proposal Budget Expenses:

Detail estimated proposal expenses in the budget categories listed below. Include only expenses that specifically related to the proposal. You can find a list of non-allowable and match only expenses at <http://dos.myflorida.com/cultural/grants/grant-programs/>. Proposal Budget expenses must equal the Proposal Budget income.

For General Program Support the Proposal Budget should match the operating budget minus non-allowable expenses (see non-allowable expenses).

### 2.1. Personnel: Administrative \*

| #       | Description | Grant Funds | Cash Match | In-Kind Match | Total     |
|---------|-------------|-------------|------------|---------------|-----------|
| 1       | Management  | \$60,938    | \$270,000  | \$0           | \$330,938 |
| Totals: |             | \$60,938    | \$270,000  | \$0           | \$330,938 |

### 2.2. Personnel: Programmatic \*

| #       | Description  | Grant Funds | Cash Match | In-Kind Match | Total    |
|---------|--------------|-------------|------------|---------------|----------|
| 1       | Guest Artist | \$15,000    | \$25,000   | \$0           | \$40,000 |
| Totals: |              | \$15,000    | \$25,000   | \$0           | \$40,000 |

### 2.3. Personnel: Technical/Production \*

| #       | Description      | Grant Funds | Cash Match | In-Kind Match | Total    |
|---------|------------------|-------------|------------|---------------|----------|
| 1       | Support Services | \$25,000    | \$50,000   | \$0           | \$75,000 |
| Totals: |                  | \$25,000    | \$50,000   | \$0           | \$75,000 |

### 2.4. Outside Fees and Services: Programmatic \*

| #       | Description | Grant Funds | Cash Match | In-Kind Match | Total     |
|---------|-------------|-------------|------------|---------------|-----------|
| Totals: |             | \$15,000    | \$273,000  | \$0           | \$288,000 |

| #              | Description              | Grant Funds     | Cash Match       | In-Kind Match | Total            |
|----------------|--------------------------|-----------------|------------------|---------------|------------------|
| 1              | Other Conference Epenses | \$15,000        | \$273,000        | \$0           | \$288,000        |
| <b>Totals:</b> |                          | <b>\$15,000</b> | <b>\$273,000</b> | <b>\$0</b>    | <b>\$288,000</b> |

## 2.5. Outside Fees and Services: Other \*

| #              | Description | Grant Funds | Cash Match      | In-Kind Match | Total           |
|----------------|-------------|-------------|-----------------|---------------|-----------------|
| 1              | Audit/Tax   | \$0         | \$20,000        | \$0           | \$20,000        |
| 2              | Legal       | \$0         | \$5,000         | \$0           | \$5,000         |
| <b>Totals:</b> |             | <b>\$0</b>  | <b>\$25,000</b> | <b>\$0</b>    | <b>\$25,000</b> |

## 2.6. Space Rental (match only) \*

| #              | Description                   | Cash Match       | In-Kind Match | Total            |
|----------------|-------------------------------|------------------|---------------|------------------|
| 1              | Performance and meeting space | \$105,000        | \$0           | \$105,000        |
| <b>Totals:</b> |                               | <b>\$105,000</b> | <b>\$0</b>    | <b>\$105,000</b> |

## 2.7. Travel (match only) \*

| #              | Description  | Cash Match      | In-Kind Match | Total           |
|----------------|--------------|-----------------|---------------|-----------------|
| 1              | Board Travel | \$70,000        | \$0           | \$70,000        |
| <b>Totals:</b> |              | <b>\$70,000</b> | <b>\$0</b>    | <b>\$70,000</b> |

## 2.8. Marketing \*

| #              | Description         | Grant Funds    | Cash Match      | In-Kind Match | Total           |
|----------------|---------------------|----------------|-----------------|---------------|-----------------|
| 1              | Event Programs      | \$5,000        | \$20,000        | \$0           | \$25,000        |
| 2              | Marketing Materials | \$3,500        | \$5,000         | \$0           | \$8,500         |
| <b>Totals:</b> |                     | <b>\$8,500</b> | <b>\$25,000</b> | <b>\$0</b>    | <b>\$33,500</b> |

## 2.9. Remaining Proposal Expenses \*

| #       | Description        | Grant Funds | Cash Match | In-Kind Match | Total     |
|---------|--------------------|-------------|------------|---------------|-----------|
| 1       | Remaining Expenses | \$0         | \$155,000  | \$0           | \$155,000 |
| Totals: |                    | \$0         | \$155,000  | \$0           | \$155,000 |

Amount of Grant Funding Requested:

\$124,438

Cash Match:

\$998,000

In-Kind Match:

Match Amount:

\$998,000

Total Project Cost:

\$1,122,438

3. Proposal Budget Income:

Detail the expected source of the cash match recorded in the expenses table in the budget categories listed below. Include only income that specifically relates to the proposal. The Proposal Budget income must equal the Proposal Budget expenses.

3.1. Revenue: Admissions \*

| #       | Description              | Cash Match | Total     |
|---------|--------------------------|------------|-----------|
| 1       | Registration and tickets | \$515,500  | \$515,500 |
| Totals: |                          | \$0        | \$515,500 |

3.2. Revenue: Contracted Services \*

| #       | Description     | Cash Match | Total     |
|---------|-----------------|------------|-----------|
| 1       | Exhibit Revenue | \$245,000  | \$245,000 |
| Totals: |                 | \$0        | \$245,000 |

3.3. Revenue: Other \*

| # | Description | Cash Match | Total |
|---|-------------|------------|-------|
|---|-------------|------------|-------|



| #       | Description        | Cash Match | Total     |
|---------|--------------------|------------|-----------|
| 1       | Individual Dues    | \$160,000  | \$160,000 |
| 2       | Academic Partners  | \$15,000   | \$15,000  |
| 3       | Corporate Partners | \$15,000   | \$15,000  |
| Totals: |                    | \$0        | \$190,000 |

### 3.4. Private Support: Corporate \*

| #       | Description | Cash Match | Total    |
|---------|-------------|------------|----------|
| 1       | Sponsors    | \$20,000   | \$20,000 |
| Totals: |             | \$0        | \$20,000 |

### 3.6. Private Support: Other \*

| #       | Description       | Cash Match | Total   |
|---------|-------------------|------------|---------|
| 1       | Individual Giving | \$7,500    | \$7,500 |
| Totals: |                   | \$0        | \$7,500 |

### 3.7. Government Support: Federal \*

| #       | Description  | Cash Match | Total    |
|---------|--------------|------------|----------|
| 1       | City Support | \$20,000   | \$20,000 |
| Totals: |              | \$0        | \$20,000 |

### Total Project Income:

\$1,122,438

### 3.11. Proposal Budget at a Glance

| Line | Item           | Expenses  | Income    | %   |
|------|----------------|-----------|-----------|-----|
| A.   | Request Amount | \$124,438 | \$124,438 | 11% |
| B.   | Cash Match     | \$998,000 | \$998,000 | 89% |

| Line | Item                  | Expenses    | Income      | %    |
|------|-----------------------|-------------|-------------|------|
|      | Total Cash            | \$1,122,438 | \$1,122,438 | 100% |
| C.   | In-Kind               | \$0         | \$0         | 0%   |
|      | Total Proposal Budget | \$1,122,438 | \$1,122,438 | 100% |

#### 4. Additional Proposal Budget Information (optional) - (Maximum characters 500.)

Use this space to provide the panel with additional detail or information about the proposal budget. For example, if you have more in-kind than you can include in the proposal budget you can list it here.

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## H. Accessibility Page 8 of 12

### 1. Describe how the facilities and proposal activities are accessible to all audiences and any plans that are in place to improve accessibility. - (Maximum characters 2500.) \*

For example, explain use of accessibility symbols in marketing materials, accessibility of facilities and programming and/or target population. You can find resources on accessibility at <http://dos.myflorida.com/cultural/info-and-opportunities/resources-by-topic/accessibility/>. We encourage all applicants to include images in the support materials showing the use of accessibility symbols in marketing materials.

---

FMEA strives to make all of its programs accessible to members, students, and the general public. Music is translated into braille for visually impaired students when appropriate. Every facility used by FMEA meets the standard of accessibility for those with limited mobility. This includes office space, performance halls and rehearsal sites (both the stages and the audience), and an accessible website. Rehearsal spaces are carefully reviewed for compliance before booking. For live performances, a live video feed on jumbo screens for audience members who are visually impaired is often provided.

FMEA owns the June Hinckley Center for Fine Arts Education, an office building in Tallahassee, where the administrative offices are located. These offices have a number of different accessible features, such as:

- Handicapped parking space is clearly marked
- Ramp leading to entry into the building
- Restrooms in building are handicap accessible

The FMEA website also hosts a number of different accessible features, such as:

- All hyperlinks are specifically labeled
- Website is screen reader friendly
- Font sizes are adjustable
- All videos scale to full screen
- Distracting features such as blinking lights or flashing text are not used
- Plugins such as Flash, Java, or SilverLight are not necessary to access the content of the website
- Website has a button that translates the site content into more than 100 languages

A Diverse Learners Chairperson sits on the Board of Directors who develops, plans, and executes sessions for music educators to better understand the educational needs of students with disabilities.

A majority of FMEA board members have professional teaching certificates that require an understanding and use of strategies for English Speakers of Other Languages (ESOL) and students with disabilities.

FMEA also promotes an online professional development program to develop strategies for music educators to work with students with disabilities. FMEA was instrumental in the development of a program called *Teaching Students with Disabilities for Music Educators*. This program satisfies a requirement for

teacher certification renewal in Florida, and it is completely online. In addition, FMEA is committed to providing professional development sessions during the annual FMEA Conference that focus on students with disabilities.

According to the U.S. Census Bureau's American Community Survey's 2014-2018 5-Year Estimates, over 5.6 million people in Florida speak a language other than English. Nearly 12 percent report their ability to speak English as "less than very well." In an effort to make the website as accessible as possible, the website contains a translation feature. More than 100 different languages are available to assist teachers and students whose native language is not English.

**Individual or Solo Artists: Skip questions 2-5 and move on to section I.**

## **2. Policies and Procedures**

☒ Yes

☐ No

## **3. Staff Person for Accessibility Compliance**

☒ Yes

☐ No

### **3.1. If yes, what is the name of the staff person responsible for accessibility compliance?**

Valeria Anderson

## **4. Section 504 Self Evaluation**

☒ Yes, the applicant has completed the Section 504 Self Evaluation Workbook from the National Endowment for the Arts.

☐ Yes, the applicant completed the Abbreviated Accessibility Checklist.

☐ No, the applicant has not conducted an accessibility self-evaluation of its facilities and programs.

### **4.1. If yes, when was the evaluation completed?**

4/1/2020

## **5. Does your organization have a diversity/equity/inclusion statement?**

☒ Yes

☐ No

### **5.1. If yes include here: - (Maximum characters 1500.)**

Draft statement pending board approval:

The Florida Music Education Association is committed to quality, comprehensive music education for all Florida schools. As such, FMEA firmly embraces and promotes inclusion, diversity, and equity for all music teachers and students regardless of cultures, including race, religion, age, disability, national or ethnic origin, ability, economic status, and gender identity. FMEA acknowledges the vital role of music in society and the need to empower all individuals to create, respond to, and perform music in respectful, safe collaborations that reflect multi-musical and multicultural values, practices, and beliefs. Our commitment to diversity and inclusion includes the promotion of culturally responsive practices, policies, and awareness of music's contributions to the human experience. We encourage all interested individuals and groups to join us in ensuring that all Florida music programs have equal opportunities for students to reach their fullest potential today, tomorrow, and beyond.

# I. Attachments and Support Materials Page 9 of 12

**Complete the support materials list using the following definitions.**

- **Title:** A few brief but descriptive words. Example: "Support Letter from John Doe".
- **Description:** (optional) Additional details about the support materials that may be helpful to staff or panelists. Identify any works or artists featured in the materials. For larger documents, please indicate page number for DCA credit statement and/or logo.
- **File:** The file selected from your computer. For uploaded materials only. The following sizes and formats are allowed.

| Content Type | Format/extension           | Maximum size |
|--------------|----------------------------|--------------|
| Images       | .jpg, .gif, .png, or .tiff | 5 MB         |
| documents    | .pdf, .txt, .doc, or .docx | 10 MB        |
| audio        | .mp3                       | 10 MB        |
| video        | .mp4, .mov, or .wmv        | 200 MB       |

MacOS productivity files such as Pages, Keynote, and Numbers are not acceptable formats. Please save files into .pdf format before submission.

## 1. Required Attachment List

Please upload your required attachments in the spaces provided. .

### 1.1. Substitute W-9 Form

| File Name          | File Size | Uploaded On          | View (opens in new window) |
|--------------------|-----------|----------------------|----------------------------|
| FMEA FL Sub W9.pdf | 33 [KB]   | 5/28/2020 9:29:49 PM | <a href="#">View file</a>  |

## 2. Support materials (required)

| File                                      | Title                       | Description | Size     | Type | View (opens in new window) |
|---|-----------------------------|-------------|----------|------|----------------------------|
| 21-22 FMEA Letters of Support.pdf         | Letters of Support          |             | 779 [KB] |      | <a href="#">View file</a>  |
| 2019-2021 FMEA BOD and Acronyms Guide.pdf | FMEA BOD and Acronyms Guide |             | 287 [KB] |      | <a href="#">View file</a>  |

| File   | Title                                      | Description | Size          | Type | View<br>(opens<br>in new<br>window) |
|--|--|-------------|---------------|------|-------------------------------------|
| 2020 FMEA All-State Concerts Program.pdf                   | 2020 FMEA All-State Concerts Program       |             | 3807<br>[KB]  |      | View file                           |
| 2020 FMEA Conference Program.pdf                           | 2020 FMEA Conference Program               |             | 14479<br>[KB] |      | View file                           |
| 2020 FMEA - Press Releases and Senator Letter Examples.pdf | Press Releases and Senator Letter Examples |             | 295<br>[KB]   |      | View file                           |
| 2020 Collegiate Advocacy Day Handbook -FINAL.pdf           | 2020 Collegiate Advocacy Day Handbook      |             | 8269<br>[KB]  |      | View file                           |
| FCAP Partners 2019-2020.pdf                                | Partners                                   |             | 1452<br>[KB]  |      | View file                           |
| FMEA Publications 2020.pdf                                 | FMEA Publications 2020                     |             | 115<br>[KB]   |      | View file                           |
| FMEA 2019-20 DCA Grants Thank You Examples.pdf             | FMEA 2019-20 DCA Grants Thank You Examples |             | 308<br>[KB]   |      | View file                           |
| Music & Academics Advocacy Brochure 2019.pdf               | Music & Academics Advocacy Brochure 2019   |             | 4977<br>[KB]  |      | View file                           |

## 2.1.

## J. Notification of International Travel Page 10 of 12

In accordance with Section 15.182, Florida Statutes, the grantee shall notify the Department of State of any international travel at least 30 days before the date the international travel is to commence or, when an intention to travel internationally is not formed at least 30 days in advance of the date the travel is to commence, as soon as feasible after forming such travel intention. Notification shall include date, time, and location of each appearance.

### 1. Notification of International Travel

☒ I hereby certify that I have read and understand the above statement and will comply with Section 15.182, Florida Statutes, International travel by state-funded musical, cultural, or artistic organizations; notification to the Department of Economic Opportunity.



# K. Florida Single Audit Act Page 11 of 12

## Florida Single Audit Act

The following question relates to the Florida Single Audit Act. Important: if you answer yes to the following question, State law requires you comply with the Florida Single Audit Act, Section 215.97 Florida Statutes, by uploading an audit report below. You will need to select "Save" at the bottom of this page to make your changes final.

See: <https://apps.fldfs.com/fsaa/> and [https://flauditor.gov/pages/pdf\\_files/fsaa%20q\\_a.pdf](https://flauditor.gov/pages/pdf_files/fsaa%20q_a.pdf) for more information and specific definitions.

**1. Has your organization met the \$750,000 annual assistance threshold identified in Section 215.97 F.S. and 2 CFR 200 from all combined state sources and/or all combined federal sources during your organization's last fiscal year?**

☐ Yes

☒ No

# L. Review & Submit Page 12 of 12

## 1. Guidelines Certification

☒ I hereby certify that I have read and understand the guidelines and all application requirements for this grant program outlined under section 265.701, Florida Statutes and incorporated by reference into Rule 1T-1.039, Florida Administrative Code.

## 2. Review and Submit

☒ I hereby certify that I am authorized to submit this application on behalf of The Florida Music Education Association, Inc. and that all information indicated is true and accurate. I acknowledge that my electronic signature below shall have the same legal effect as my written signature. I am aware that making a false statement or representation to the Department of State constitutes a third degree felony as provided for in s. 817.155, F.S., punishable as provided for by ss. 775.082, 775.083, and 775.084.

### 2.1. Signature (Enter first and last name)

Richard Brown