

**The Michael Davis**  
**MUSIC IS REVOLUTION MINI-GRANT**  
**APPLICATION GUIDELINES**

*Funding Provided by the MUSIC IS REVOLUTION Foundation and its Contributors*

**APPLICATION GUIDELINES**

The Music Is Revolution Foundation administers a mini-grant program for Music Is Revolution activities designed by teachers to implement, support, and/or improve their ability to provide quality music education for their students. Mini-grants up to \$500 are available to teachers for music education activities of all types.

Only projects that clearly contain a music education focus – that is, projects based on the concept of music education, through musical experiences, initiating students into a sense of their social, academic, and cultural identity, and humanizing them through the emotional, cognitive, and/or physical impact of music will be considered.

Applicants are encouraged to include activities that expose students to genres and styles of music not likely to be experienced as a part of their normal daily lives, and to plan the project with input from students, parents, and school administrators, so that the project supports the imaginations of the students while maintaining relevance to the curriculum already in place.

Funds may be used for supplies, materials, equipment, transportation for a field trip, and/or to bring a performer or musical group to the school. Funds may not be used to pay for personnel, to replace state or local school funds, or for celebration food and drinks.

Applications for mini-grants are reviewed three times each year. Deadlines are January 15, April 15 and October 15. Applications received after a deadline will be reviewed in the subsequent grant cycle. Applicants will be notified about the status of their mini-grants within 60 days of each deadline.

The Music Is Revolution Foundation requests that a final report on the results of the project, along with photographs and/or audio recordings, be submitted to the Foundation within 30 days of completion of the project.

**WHO MAY APPLY**

Public school teachers of children in grades K-12 may apply for funding. Students and/or parents may participate in the writing of the application.

## APPLICATION PROCESS

To apply, complete the following application and submit to the Music Is Revolution Foundation by mail, fax, or e-mail. Please write or type your responses directly onto the form. Provide sufficient information to enable the Music Is Revolution Foundation Selection Committee to have a clear understanding of your project.

Address questions to [grants@musicisrevolution.com](mailto:grants@musicisrevolution.com).

Some suggestions:

- Provide all information requested, including your school's Federal Tax ID Number.
- Include in your project description any disciplines in addition to the arts education that may be positively impacted by your project.
- To prepare the itemized budget, "shop ahead" to identify costs and indicate quantity and price for each item. Add tax and then total your budget, rounding to the nearest dollar to reach the amount you are requesting. Here's a sample:

<i>Quantity</i>	<i>Item</i>	<i>Unit Cost</i>	<i>Total Cost</i>
1	How To Play Blues Harmonica CD With Booklet	14.95	14.95
1	The Delta Blues Storybook	8.40	8.40
30	Student Harmonicas	6.50	195.00
<u>2</u>	<u>30 Min. Lessons By "Bluesman"</u>	<u>100.00</u>	<u>200.00</u>
	Tax		15.28
	TOTAL		\$433.63

**TOTAL REQUESTED: \$433.63**

## SUBMITTING AN APPLICATION

Proposals, including application and budget, must not exceed three pages. Limit one application per project. Applicants will be notified of a decision within 60 days of application deadlines. If approved, applicants should receive funds within 30 days. Mail or e-mail the application to:

Music Is Revolution Foundation  
P.O. Box 11899  
Portland, OR 97211  
[grants@musicisrevolution.com](mailto:grants@musicisrevolution.com)

# MUSIC IS REVOLUTION MINI-GRANT APPLICATION

Date 8/7/2014

Teacher's Name Amber Flores

School Greenleaf Elementary School District Gold Valley

Grade(s) K-6 Principal Scott Hagen

Federal Tax ID# \_\_\_\_\_

School Address 59832 SW Hall Blvd

City Gold Valley State Oregon Zip 97008

Phone(s) 503-644-1690 Fax 503-646-1789

E-mail floresa@bsdk12.or.us

Name of Project Greenleaf Elementary Music Diversity Project

Genre of Music Supported Classroom music for K-6

Number of Students Served By This Project 154

List any Unique Characteristics of Students Greenleaf Elementary serves a high percentage of Hispanic/Latino students, as well as the Washington County Deaf and Hard of Hearing (DHH) students.

Approximate date(s) and/or Time Span of Project 2014-2015 school year and beyond

Total Cost of Project \$496.00 Total Music Is Revolution Mini-Grant Funding Requested \$496.00

Attach up to two pages including project description and budget.

**Project Description:** Describe the population of students to receive enhanced music education, the benefits of the project to your school and its students and the learning goals. Provide sufficient information to enable the Music Is Revolution Foundation Selection Committee to have a clear understanding of your project. If your school is in the area of one of our volunteer musician/speakers, would you like a classroom visit from him/her at no additional charge?

**Budget:** Provide a budget for your project, including materials, supplies, equipment, guest performance, and/or transportation costs and listing quantity, unit costs and taxes. Show the total budget for your project as well as the specific amount you are requesting from the Music Is Revolution Foundation.

**Evaluation:** Describe how you will measure the impact of this project (i.e. changes/growth in the amount of time spent by students making music, or listening to music; greater understanding of the students about different genres of music, cultures, careers in music, etc.

## PROJECT DESCRIPTION

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The mission of the Greenleaf Elementary Music Diversity Project is to promote cultural awareness and positively impact the lives of a diverse student population by engaging them through music.

When students master a new song or musical skill, they feel valued for who they are, in the context of a group. When children are singing or playing together there is a positive natural reinforcement: they can hear when their voices or instruments are working together. You can feel their joy when they master a song, and it's a "we" accomplishment. It's positive peer pressure; they must build each other up and work together toward a common goal. Music promotes empathy, creates global citizenship, and encourages appreciation for others.

Ms. Flores finds this to be a key aspect of the musical experience, and strives to hit that feeling at least once a day. However, she is currently working with aging instruments, out-of-date texts, a lack of culturally relevant materials, and no district funding.

Greenleaf Elementary is a rural school in the Gold Valley, Oregon. At 51% free and reduced lunch, it qualifies for Targeted Title I funds, although it is not a Title I school. ELL (English Language Learner) students represent 27% of the student body, and students with disabilities represent 15%. The Hispanic/Latino population is 31%, and the school serves a migrant camp, with Spanish as the school's primary second language. The Gold Valley district is considered to have a high mobility student population, with students frequently changing schools due to housing instability. Greenleaf also hosts the Deaf and Hard of Hearing (D/HH) program for Washington County.

The Gold Valley district has missed the last two textbook adoptions; the existing program is circa 1998 and is less culturally sensitive than it should be for the diverse population it serves.

With the downturn in the economy, parent funding is stretched thin, and teachers are finding it difficult to ask for and receive the support. The Music is Revolution Mini-grant would help Ms. Flores supplement out-of-date text materials and acquire more music education tools to better serve her students. To this end she has three main objectives:

1. Help Spanish-speaking students feel more welcomed and represented by introducing Spanish language music materials such as the Jose-Luis Orozco School Literacy kit. ELL students who may be struggling in other subjects due to language barriers can be opened up through music. Spoken language isn't completely necessary in music instruction; non-English speaking students can figure out from pictures, visuals and teacher demonstration how to play the instruments. This leads to genuine engagement, a feeling of accomplishment, and greater success in the education environment overall.

Student example: A student named Juan came to Ms. Flores's classroom with no understanding of the English language. Within three weeks, he figured out how to play the keyboards, through teacher demonstration and his own persistence. He worked hard to be able to play for the class and was overjoyed to pass the test.

2. Promote cultural awareness and global citizenship through the introduction of culturally diverse materials. The songs in the Jose-Luis Orozco School Literacy kit are authentic and would engage English-speaking students as well those speaking Spanish, enhancing cultural understanding within the student population. The guiro and other music education materials would allow Ms. Flores to expose the students to a wide range of music from all over the world.

3. Provide a tactile music experience for disabled students, and enhance classroom learning for all students, through the purchase of a Remo Tubano drum. Music instruction is highly beneficial to children with many different kinds of disabilities, and can be an area where they feel a degree of success they are unable to achieve in other subjects. Music is effort-based; these students have the opportunity to shine in a music classroom in a way they sometimes can't in other classes. The vibration and hands-on nature of a large drum can be a strong tool for engaging students with hearing disabilities in particular. It is vitally important that instruments are available to these students.

Student example: A special education student named Noelia persevered in band this year despite falling far behind in her academic classes. Because she didn't need to be highly verbal or have a high level of synthesis or analysis to function in music, Noelia was able to feel successful and view herself as part of an encouraging social group.

	BUDGET
Jose-Luis Orozco School Literacy Kit	\$250.00
Hot Marimba Book and CD (Zimbabwe music for xylophones)	\$25.00
Guiro (Latin-American percussion instrument)	\$24.00
Remo Tubano Drum	\$149.00
Roots and Branches: A Legacy of Multicultural Music for Children	\$48.00
 Total:	 \$496.00

#### EVALUATION

As the new Spanish language materials are introduced, Ms. Flores will look for her Spanish-speaking students to be smiling more and making more eye contact than is usual. She will observe their participation and enthusiasm to evaluate whether they are more engaged with the material. Where particular students appear to be responding well, other teachers will be consulted to determine if the improvement carries over into those students' academic work.

Ms. Flores will be researching other cultures prior to introducing each new music style or instrument, enhancing the lesson with information about the country it comes from and the people who live there. As the students participate in conversations that compare and contrast elements from their culture and other cultures, Ms. Flores will observe how their awareness changes over time.