

## FULFILLING TAPS GOALS

TAPS programs reach their goals by implementing many strategies. Find options that suit your program from the examples below, or create your own strategy.

### **Example:**

*What three new goals will your TAPS program work towards in the coming year?*

Mountain County Arts Council chooses three goals for the coming year:

- Program Development
- Local Support
- Public Communication

*How will your TAPS program implement these goals?*

- Mountain County will fulfill its Program Development goal by offering square dancing to students. Half the students will take dance lessons while the others study their instruments. Then the groups switch. This strategy both expands the curriculum and allows for smaller class size.
- Mountain County will fulfill its Local Support goal by working with a few interested parents in putting on a JAM cakewalk during a local street festival. Next year, Mountain County hopes to build on the success of this event and invite these parents to form a parent support group.
- Mountain County will fulfill its Public Communications goal by working with a local college intern to create a Mountain County JAMMIES webpage that has been made available for them on the JAM, Inc. website.

<b>GOALS →</b>	<b>Program Development</b>	<b>Evaluation</b>	<b>Local Support</b>	<b>Community Connections</b>	<b>Professional Development</b>	<b>Public Communications</b>
<b>STRATEGIES</b> ↓	Create and begin to implement a five year capacity building plan	Maintain a written list of songs and a list of chords and fingerings mastered by individual students	Hold traditional, community style fundraisers such as bake sales, fish fries, stews, BBQ plates, etc.	Provide one to two school-based performances a year and invite the public	Develop resources Web page for local musicians	Create an individual program website
	Increase present year's enrollment over previous year by one to five students	Provide parents with written evaluations at the end of the year	Direct letter campaign to local businesses	Provide one to two community-based performances a year	Encourage instructors to register for the BRNHA Traditional Artist Directory	Maintain an individual program website
	Develop a recruitment program: create flyers, social media program, a telephone campaign, present musical performances in school and/or community, at school Parent Nights	Provide behavioral and performance goals, the necessary steps to achieve them, and chart student progress towards goals	Seek local sponsorships from business and organizations	Invite musicians to hold one-time performance/ workshops	Invite classroom teachers to observe TAPS and meet with TAPS faculty	Create a page for your program on the JAM, Inc. website
	Schedule before school as well as after school classes	Videotape individual and group final performance of tunes studied	Silent auctions	Take students to area festivals, concerts, and youth music contests	Monitor the N.C. Arts Council website and other local arts organizations for artist opportunities	Create a page to be included on the N.C. Arts Council website

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<b>STRATEGIES</b> ↓	Host monthly Family Hours during lessons, inviting family members to attend	Celebrate success with recognition badges (earn one for each song, chord, etc.)	Benefits — concerts, auctions, tours, etc.	Invite musical groups to perform for TAPS students	Set aside funds to purchase materials requested by instructors	Create and maintain a program blog or other social media (i.e., Twitter account) for announcements, publicity, reminders
	Encourage family participation at recitals with square dances or other participatory activities	Introduce staff to self-assessment models	Applications to other funding agencies	Hold a TAPS “open house” for parents, journalists, community	Set aside funds to send instructors to professional development workshops and programs	Post curriculum on website page — tunes, lyrics, recommended recordings
	Host end-of-the-semester potlucks and Family Days	Consult with JAM, Inc. on development of assessment forms	Join with other TAPS programs to present multi-county performances and/or workshops	Organize TAPS students to perform acts of community service once or twice a year	(In western N.C. counties) Join JAM, Inc. and facilitate instructors participation in professional development activities	Record videos for a YouTube account and post
	Offer parent-child lessons	Coordinate curriculum with other programs	Join with other organizations in marketing strategies (advertisements, radio spots, social media)	Organize TAPS performances at other schools in the county	Purchase software so that instructors can create curriculum materials	Submit regular press releases to local news sources
	Offer sessions for parents to learn TAPS art forms	Director and staff observe other TAPS programs	Initiate fundraising with other organizations	Perform at local arts and other festivals	Host gatherings of TAPS instructors	Maintain TAPS calendar on local websites and on the N.C. Arts Council website

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<b>STRATEGIES</b> ↓	Create JAM family bands, or a community band or other TAPS group	Have students write their goals and maintain their own progress charts	Investigate in-kind support offered by local agencies, businesses, nonprofits	Host “slow jams” for beginners in the community	Advertise instructors performances and recordings on websites and as a display in building	Maintain a file of images and video clips
	Hold family jam sessions	Create practice “calendar” for students to encourage daily practice	Join with other after-school programmers to expand audiences, participants, etc.	Solicit recordings from local musicians, families, communities for TAPS library	Hire instructor and his/her band for local events	Create public displays (bulletin boards, flyers, local exhibitions)
	Create a TAPS blog and solicit participation from the blog followers	Create reward system for tracked practice sessions (parents initialize session on a “practice calendar”)	Invite a parent volunteer to organize a parents support group	Solicit community for instrument and other donations	Host JAM sessions for advanced musicians	Create a TAPS blog and solicit participation from the blog followers
	Add instruction in related traditions, such as square dancing, clogging, ballad singing, harmony singing, gospel	Organize classes according to skill levels. As students demonstrate mastery of levels, they move to next skill level	Organize a telephone tree for TAPS announcements	Contact local radio stations and discuss program and performance possibilities	Create a “special projects” fund and invite instructors to apply for it, or invite them to work together to create a special project	Tweet TAPS performance and exhibition information to media outlets
	Maintain an information table at local festivals, malls, street fairs, etc.	Create “extra credit” program to encourage students to learn music on their own by ear	Create a steering committee of parents, administrators, instructors and community supporters to chart the course of the program year by year, month by month	Contact local community college for possibilities of intern program in arts administration and/or cultural documentation	Post biographies, discographies, photos of instructors on websites	Photograph or video lessons, performances, outings and post regularly
	Apply for the Master/Apprenticeship Program	Create end-of-year reward program with many categories, especially attendance	Raise funds through a website program such as power2give.org & “Kickstarter™”	Locate local tourism boards and officers and provide them with TAPS information	Raise money for an instructor scholarship to study with a famed local musician	Create an online or paper newsletter for family and community