Florida Alliance for Arts Education, Inc.

Project Title: General Program Support 2021
Grant Number: 21.c.ps.200.039
Date Submitted: Monday, May 13, 2019

A. Cover Page Page 1 of 10

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 1

Discipline: N/A

Proposal Title: General Program Support 2021
B. Contacts (Applicant Information)

**Applicant Information**

a. **Organization Name:** Florida Alliance for Arts Education, Inc. 🌐
b. **FEID:** 59-2563990
c. **Phone number:** 941.266.7316
d. **Principal Address:** 2380 Bay Street Sarasota, 34237-0000
e. **Mailing Address:** 2380 Bay Street Sarasota, 34237-0000
f. **Website:** faae.org
g. **Organization Type:** Nonprofit Organization
h. **Organization Category:** Other
   i. **County:** Sarasota
j. **DUNS number:** 877348040
k. **Fiscal Year End Date:**

1. **Grant Contact ***
   
   **First Name**
   Leiland
   
   **Last Name**
   Theriot
   
   **Phone**
   941.266.7316
   
   **Email**
   director@faae.org

2. **Additional Contact ***
   
   **First Name**
   Doug
<table>
<thead>
<tr>
<th><strong>Last Name</strong></th>
<th>Santini</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phone</strong></td>
<td>239.335.1487</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:douglasos@leeschools.net">douglasos@leeschools.net</a></td>
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3. **Authorized Official** *

<table>
<thead>
<tr>
<th><strong>First Name</strong></th>
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<tbody>
<tr>
<td><strong>Last Name</strong></td>
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<tr>
<td><strong>Phone</strong></td>
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<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:director@faae.org">director@faae.org</a></td>
</tr>
</tbody>
</table>

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

4.1. **Applicant Status**

| Organization - Nonprofit |

4.2. **Institution Type**

| Arts Service Organization |

4.3. **Applicant Discipline**

| Multidisciplinary |

5. **Department Name**

| Florida Alliance for Arts Education |
C. Eligibility  Page 3 of 10

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 7/1/2020 - 6/30/2021? *
   - Yes (required for eligibility)
   - No

4. How many years of completed programming does the applicant have? *
   - Less than 1 year
   - 1-2 years
   - 3 or more years (required minimum to request more than $50,000 in GPS)

5. Does your organization have an arts education mission?*
   - Yes (required for eligibility)
   - No
D. Excellence Page 4 of 10

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

The mission of the Florida Alliance for Arts Education is to improve, enhance, and promote arts education throughout the state.

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.

Goals:

- For every child in every school to have a well-rounded education that includes a comprehensive, sequential, high-quality program of arts instruction.
- For all Florida communities to have broad-based cultural programs available to support lifelong learning in and through the arts.

Objectives:

- Maintain and promote the programs and events of the FAAE.
- Maintain and enhance statewide partnership with arts and educational organizations.
- Continue to expand our network to include new arts and educational opportunities for our organization.
- Recognize leadership at the local level to the state level in schools, administration, elected officials, artists, and organizations in arts education.
- Create and maintain resources for use in arts education and integration.

Activities:

Programs:

- Advancing Arts Education Schools (empowering 3 schools each year to expand their arts programs)
• CPALMS (creation and review of lesson plans and resources for courses in visual art, music, dance, and theatre)
• Careers in the Arts (workshop and web resource for those students exploring a career in the arts)
• Florida Arts Model Schools (recognition of outstanding arts programs in Florida schools)
• Leadership Awards for arts education professional, business leader, community volunteer, elected official, school administrator, superintendent, school board, president's choice, Doris Leeper (outstanding educator contribution), and Dr. Mary Palmer Legacy Trailblazer.
• REDI Teaching Artist Residency (teaching arts integration to the instructors of preschoolers in the Belle Glade area of Florida to improve reading readiness)
• PAInT Across Florida (6 professional development opportunities in arts integration practices in six different school systems, tailor made for each one's needs, in partnership with the Center for Partners in Arts Integrated Teaching, University of South Florida-Sarasota/Manatee)
• State/Teacher Artist Residency (partnership allowing 5 Florida teachers to retreat for three weeks and practice their art form at the Hermitage Artist Retreat)

Maintain resources at our website for:

• Best Practices
• Arts and Technology
• National Standards
• Research & Reports
• Advocacy
• Job Postings

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.

The FAAE partners with all four arts education component organizations serving arts educators - Florida Art Educators Association (FAEA), Florida Association for Theatre Educators (FATE), Florida Dance Educators Organization (FDEO), and Florida Music Educators Association (FMEA). Each of these organizations has a liaison on the FAAE Board and works with the FAAE to coordinate shared goals.

Florida Campaign for Grade Level Reading and the FAAE are partnering as a means of early intervention in the area of reading throughout the state by encouraging the use of the arts and arts integrated practices. We are targeting students from 3-9 years of age.
The Florida Center for Partners in Arts Integrated Teaching (PAInT) at the University of South Florida-Sarasota/Manatee. Our goals are to provide professional development in arts integration to as many school districts as possible across Florida (PAInT Across Florida). This year we were able to provide training in Broward, Duval, Hillsborough, Lee, Leon, and Manatee counties to teachers in preschools, public schools, arts schools, and colleges.

The Florida Cultural Alliance develops statewide strategy and messages for advocacy for the arts with a primary focus on arts organizations.

The Florida Department of Education provides funding through the Arts for a Complete Education (ACE) Grant for the Careers in the Arts program and workshop, CPALMS lesson plan and resource creation and review, Florida Arts Model Schools recognition, and Advancing Arts Education program.

The Florida Department of State, Division of Cultural Affairs funds and partners with the FAAE to further the aims of the Culture Builds Florida and Arts In Education. Some programs include the Arts Integration Symposia Series REDI Teaching Artist Residency Pilot program and the Teaching Artist Task Force.

The Hermitage Artist Retreat on Manasota Key host up to five artists for a three week retreat. These artists are public school teachers. They may or may not create a product, they only have to practice.

Other informal partnerships include the Arts Schools Network, Americans for the Arts, Arts4All (VSA), FSMusicTeacherA, FSchoolMusicA, FL PTA, FADistrictSchoolSuperintendents, FALAAAs, FAMuseums, FLAssoSchoolAdministrators, FL Arts Council, etc.

2.3. Timeline - (Maximum characters 2000.)

List timeline of activities during the grant period.

July 2020
- Host FAAE Board Retreat
- Host 2019 STAR residency at the Hermitage
- Host 2019 Evening with the STARs

August 2020
- Host strategic planning meeting
- Identify CPALMS education experts for the creation and review of lesson plans and resources

September 2020
- Host FAAE Board of Directors Retreat

October 2020
- Host FAAE Executive Committee meeting
- Host CPALMS training for writing and reviewing
- Present at FDEO and FATE conferences
- Open Florida Arts Model Schools (FAMS) and Advancing Arts Education (AAE) applications

**November 2020**
- Host FAAE Board of Directors meeting
- Host Teaching Artist Task Force meeting
- Present Career in the Arts Workshop and survey
- Present at FAEA and Arts Schools Network Conference

**December 2020**
- Host FAAE Executive Committee meeting
- Open 2021 STARs application

**January 2021**
- Host FAAE Board of Directors meeting
- Present at FMEA Conference
- Host training of FAMS and AAE Reviewers
- Host FAAE Summit Committee Face-to-Face meeting

**February 2021**
- Host FAAE Executive Committee Meeting
- Present 2021 PAInT Across Florida (3 events)

**March 2021**
- Host FAAE Board of Directors Meeting
- Host Teaching Artist Task Force mobile meeting
- Attend Arts & Culture Day at the Capitol
- Present 3 PAInT Across Florida events
- Survey 2021 PAInT Across Florida Participant
- Announce 2021 FAMS and AAE designees and assign mentors.
- Announce 2021 FAAE Leadership Award recipients

**April 2021**
- Host FAAE Executive Committee Meeting

**May 2021**
- Host FAAE Board of Directors Meeting
- Host Teaching Artist Task Force mobile meeting
- Announce State Teacher/Artist Residency selections

**June 2021**
- FAAE Board of Directors Meeting
• Host Teaching Artist Task Force Retreat
• Present 2021 FAAE Summit
• Host the FAAE Leadership Awards Recognition Ceremony and Reception
• Present 2021 Advancing Arts Education training
• Publish Annual Report
E. Impact

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 benefitting 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 benefitting should be one (1).

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

13

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

13

3. How many Adults will be engaged? *

733

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

13,360

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

150

6. How many artists will be directly involved? *

3,100
Total number of individuals who will be engaged?
17343

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

- Children/Youth (0-18 years)
- Adults (25-64 years)
- Older Adults (65+ years)

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

- Black/African American
- Hispanic/Latino
- White

9. 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.

The FAAE is reaching six school districts with an average of 30 participants for a total of 180, and the use of 12 teaching artists in PAInT Across Florida.

The FAMS and AAE programs will engage 10 schools, their students, teachers and administrators.

The Careers in the Arts Workshops have a minimum participation of 150 students and their chaperones. The website resource is available to any student, in or out of the state.

The CPALMS lesson plans and resources are available to all arts educators in and out of the state.

The membership of the FAAE includes over 3100 at all levels of arts education.

10. 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
- Gulf
- Hamilton
- Hardee
- Hendry
- Hernando
- Highlands
- Hillsborough
- Holmes
- Indian River
- Jackson
- Jefferson
- Lafayette
- Lake
- Lee
- Leon
- Levy
- Liberty
- Madison
- Manatee
- Marion
- Martin
11. 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.

The FAAE is committed to expanding its impact throughout the state, as noted in our partnerships and programming. We estimate that our events have a substantial impact on the local economies. The Summit has an estimated local economic impact of over $750,000.

In addition our impact on students stems from our ability to reach out to their teachers, administrators and school systems to influence arts education and arts integration policies and use.

12. 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.

The Florida Alliance for Arts Education board of directors and staff recognize that marketing is an area in which there is room to grow. FAAE works to increase marketing initiatives and efforts are paying off. In 2018-19, a 37% growth in membership and a 14% growth in program registrations occurred.

Marketing strategies we are employing include:

- Secure the services of a marketing company
- Secure a $10,000 grant with GoogleAds
- Participate in quarterly planning meetings with our marketing strategist
- Secure the services of a professional graphic designer
- Hire a professional photographer to capture highlights of events
- Re-brand the organization with a new logo
- Upgrade to a new website and database platform

The primary source of information for FAAE stakeholders and audiences is the FAAE website - http://www.faae.org.

In addition, FAAE promotes events and programs through quarterly digital newsletters, e-blasts containing event Save the Dates and informational flyers, postings on social media platforms, and press releases.

The FAAE network database grows each year in numbers and is used for these purposes. It includes nearly 4,000 contacts now that consists of statewide school district arts supervisors, arts educators, professional arts organizations, local arts agencies, teaching artists, community leaders, network partners, and arts advocates.

FAAE places a strong emphasis on organizational health and continually seeks methods to improve its operations through membership development, program/event marketing, digital communications, and management and board training opportunities.

FAAE also makes a conscious effort to follow-up with all participants and sponsors after its events and programs to survey them regarding their experiences, thank them for their participation and contributions, and ask for their suggestions and input to assist in the continuous improvement of FAAE programs and services (refer to sample survey attachment). FAAE showcases events through a more personal approach with images and videos posted on its website and social media platforms.
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.

The Florida Alliance for Arts Education’s Policy and Procedures Manual, which is attached, guides the fiscal policies and procedures of the organization. FAAE has no debt and continues to make great strides to increase its capital savings. FAAE’s fiscally responsible efforts resulted in approximately 25% of its annual operating budget in capital savings.

The FAAE has recognized a need to diversify its revenue to include more in earned income than grants. 2017-18 budget included 66% in grants and 34% non-grant. The 2018-19 budget has 54% in grants and 46% non-grant. We have discovered that our organization’s capital lies in its people, so we have positioned ourselves to provide professional development in arts education and arts integration as a source of earned income.

FAAE’s board treasurer is a member of the professional financial community with expertise in fiscal management and provides management oversight of FAAE’s finances. Additionally, the executive committee reviews monthly financial statements prepared by an external CPA and the board treasurer.

The plan focuses on four areas: Organizational Health, Learning & Leading, Advocacy & Awareness, and Community. This plan will assist FAAE to continue its growth trend and diversify its revenue sources for the next five years.

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.

FAAE’s goal is to continue to assess what is working, not working, and determine what strategies to implement to constantly move FAAE and its programs and services forward for greater effectiveness for the participants and for FAAE.

Evaluation surveys are used by FAAE to gain feedback from participants who engage in FAAE programs, events, and services. Incorporated into the surveys are standard questions on relevance, quality of content, and delivery.

The FAAE board reviews the survey results, along with its own review and assessment of all FAAE management operations and programs and services at its annual retreat.
The FAAE board considers and incorporates the ideas from the survey results to improve and expand the reach of FAAE’s programs and services.

All FAAE public programs and events are documented with photographs, video, and written records. Interviews with selected participants are used to further evaluate performance, materials, and communication.

Careful review and alignment of FAAE’s local, state, and national partners’ goals with FAAE’s goals and objectives are part of the annual planning and evaluation work taking place with the two FAAE’s statewide planning groups’ work. Input from these two FAAE planning groups help shape the future FAAE takes in its program, service, and evaluation development.

A self-evaluation also includes a cost-benefit and return on investment review of all FAAE activities as part of the annual budget review and development.

We also conduct an annual ADA self-assessment.

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

6/30/2018

4. Operating Budget Summary

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Previous Fiscal Year</th>
<th>Current Fiscal Year</th>
<th>Next Fiscal Year</th>
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</thead>
<tbody>
<tr>
<td>1. Personnel: Administrative</td>
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<td>$50,400</td>
<td>$52,000</td>
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<tr>
<td>2. Personnel: Programmatic</td>
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<td>$38,745</td>
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<tr>
<td>3. Personnel: Technical/Production</td>
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<td>$7,800</td>
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<td>4. Outside Fees and Services: Programmatic</td>
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<td>5. Outside Fees and Services: Other</td>
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<td>6. Space Rental, Rent or Mortgage</td>
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<td>7. Travel</td>
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### 9. Remaining Operating Expenses

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<tbody>
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<td>$47,212</td>
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<table>
<thead>
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<th>C. Total Operating Expenses</th>
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<tbody>
<tr>
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### 10. Income

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<td>Revenue: Contracted Services</td>
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<tr>
<td>Revenue: Other</td>
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<td>Government Support: Federal</td>
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<td>Government Support: State/Regional</td>
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| D. Total Cash Income                 | $185,002            | $242,609           | $243,000         |

| B. In-kind Contributions             | $45,618             | $47,212            | $48,000          |

| E. Total Operating Income            | $230,620            | $289,821           | $291,000         |
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.

Please note changes:

Personnel Administrative: 2017-18: decrease in administrative fees, due to a transition in the executive director position.

Decrease in Outside Fees and other services: Moved organization's office, requiring less operating funds.

Increase in Space Rental due to location of our Annual Summit.

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  

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.florida-arts.org/grants/guidelines/2017-2018.gps.guidelines.cfm#budget.

2.1. Personnel: Administrative *

<table>
<thead>
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Totals:  

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<th>Cash Match</th>
<th>In-Kind Match</th>
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<tr>
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2.2. Personnel: Programmatic *

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Totals:  

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2.3. Personnel: Technical/Production *

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Totals:  

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<td>$3,570</td>
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### 2.4. Outside Fees and Services: Programmatic *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
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<th>Cash Match</th>
<th>In-Kind Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts Integration Symposia Series</td>
<td>$3,500</td>
<td>$3,500</td>
<td>$3,500</td>
<td>$10,500</td>
</tr>
<tr>
<td>2</td>
<td>Annual Summit</td>
<td>$5,000</td>
<td>$5,500</td>
<td>$5,500</td>
<td>$16,000</td>
</tr>
<tr>
<td></td>
<td><strong>Totals:</strong></td>
<td><strong>$8,500</strong></td>
<td><strong>$9,000</strong></td>
<td><strong>$9,000</strong></td>
<td><strong>$26,500</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Grant Funds</th>
<th>Cash Match</th>
<th>In-Kind Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outside Fees and Services: Other</td>
<td>$3,800</td>
<td>$15,200</td>
<td>$2,500</td>
<td>$21,500</td>
</tr>
<tr>
<td></td>
<td><strong>Totals:</strong></td>
<td><strong>$3,800</strong></td>
<td><strong>$15,200</strong></td>
<td><strong>$2,500</strong></td>
<td><strong>$21,500</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Cash Match</th>
<th>In-Kind Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arts Integration Symposia</td>
<td>$0</td>
<td>$2,400</td>
<td>$2,400</td>
</tr>
<tr>
<td>2</td>
<td>Summit</td>
<td>$0</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td><strong>Totals:</strong></td>
<td><strong>$0</strong></td>
<td><strong>$17,400</strong></td>
<td><strong>$17,400</strong></td>
</tr>
</tbody>
</table>

### 2.7. Travel (match only) *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Cash Match</th>
<th>In-Kind Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program Travel</td>
<td>$15,000</td>
<td>$5,000</td>
<td>$20,000</td>
</tr>
<tr>
<td></td>
<td><strong>Totals:</strong></td>
<td><strong>$15,000</strong></td>
<td><strong>$5,000</strong></td>
<td><strong>$20,000</strong></td>
</tr>
</tbody>
</table>

### 2.8. Marketing *
<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Grant Funds</th>
<th>Cash Match</th>
<th>In-Kind Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program/Event Marketing</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$14,000</td>
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<tr>
<td></td>
<td>Totals:</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$14,000</td>
</tr>
</tbody>
</table>

2.9. Remaining Proposal Expenses *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Grant Funds</th>
<th>Cash Match</th>
<th>In-Kind Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Additional Expenses</td>
<td>$0</td>
<td>$40,000</td>
<td>$5,000</td>
<td>$45,000</td>
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<tr>
<td></td>
<td>Totals:</td>
<td>$0</td>
<td>$40,000</td>
<td>$5,000</td>
<td>$45,000</td>
</tr>
</tbody>
</table>

Amount of Grant Funding Requested:

$39,870

Cash Match:

$137,130

In-Kind Match:

$44,900

Match Amount:

$182,030

Total Project Cost:

$221,900

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 *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Cash Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$0</td>
<td>$30,000</td>
</tr>
<tr>
<td></td>
<td>Totals:</td>
<td></td>
<td>$30,000</td>
</tr>
</tbody>
</table>
### 3.2. Revenue: Contracted Services *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Cash Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Development</td>
<td>$30,000</td>
<td>$30,000</td>
</tr>
</tbody>
</table>

**Totals:**

|   | $0   | $30,000 | $30,000 |

### 3.3. Revenue: Other *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Cash Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Memberships</td>
<td>$25,000</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

**Totals:**

|   | $0   | $25,000 | $25,000 |

### 3.4. Private Support: Corporate *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Cash Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Corporate Sponsorships</td>
<td>$30,130</td>
<td>$30,130</td>
</tr>
</tbody>
</table>

**Totals:**

|   | $0   | $30,130 | $30,130 |

### 3.5. Private Support: Foundation *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Cash Match</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundation Support</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
</tbody>
</table>

**Totals:**

|   | $0   | $12,000 | $12,000 |

### 3.6. Private Support: Other *

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Cash Match</th>
<th>Total</th>
</tr>
</thead>
</table>

**Totals:**

|   | $0   | $10,000 | $10,000 |
## Total Project Income:

$221,900

### 3.11. Proposal Budget at a Glance

<table>
<thead>
<tr>
<th>Line</th>
<th>Item</th>
<th>Expenses</th>
<th>Income</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Request Amount</td>
<td>$39,870</td>
<td>$39,870</td>
<td>18%</td>
</tr>
<tr>
<td>B.</td>
<td>Cash Match</td>
<td>$137,130</td>
<td>$137,130</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td><strong>Total Cash</strong></td>
<td><strong>$177,000</strong></td>
<td><strong>$177,000</strong></td>
<td><strong>80%</strong></td>
</tr>
<tr>
<td>C.</td>
<td>In-Kind</td>
<td>$44,900</td>
<td>$44,900</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>Total Proposal Budget</strong></td>
<td><strong>$221,900</strong></td>
<td><strong>$221,900</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 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.

The FAAE has more in-kind match than can be included in this proposal. Most of our venues will give us the space for free as long as we can meet their minimum banquet orders. At the rate of eight venues average per year, this in-kind can be as much as $20,000 per year just for space rental. Our other in-kind include time from our volunteers and contracts where they discount their fees.
H. Accessibility

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.

The facilities the FAAE uses for conferences and events are in schools, hotels, colleges, and other public buildings that are all ADA Compliant. We also see to the needs of those with physical handicaps, encouraging them to make us aware at the time they register. All print media that are used in marketing and programming includes the list of ADA symbols.

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?

Leiland Theriot

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?

1/1/2019
I. Attachments and Support Materials

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.

<table>
<thead>
<tr>
<th>Content Type</th>
<th>Format/extension</th>
<th>Maximum size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images</td>
<td>.jpg or .gif</td>
<td>5 MB</td>
</tr>
<tr>
<td>documents</td>
<td>.pdf or .txt</td>
<td>10 MB</td>
</tr>
<tr>
<td>audio</td>
<td>.mp3</td>
<td>10 MB</td>
</tr>
<tr>
<td>video</td>
<td>.mp4, .mov, or .wmv</td>
<td>200 MB</td>
</tr>
</tbody>
</table>

1. **Required Attachment List**

Please upload your required attachments in the spaces provided.

1.1. **Substitute W-9 Form**

<table>
<thead>
<tr>
<th>File Name</th>
<th>File Size</th>
<th>Uploaded On</th>
<th>View (opens in new window)</th>
</tr>
</thead>
</table>

2. **Support materials (Optional)**

<table>
<thead>
<tr>
<th>File</th>
<th>Title</th>
<th>Description</th>
<th>Size</th>
<th>Type</th>
<th>View (opens in new window)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>5474 [KB]</td>
<td></td>
<td>View file</td>
</tr>
<tr>
<td>File</td>
<td>Title</td>
<td>Description</td>
<td>Size</td>
<td>Type</td>
<td>View</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>STAR flyer.pdf</td>
<td>2019 State Teacher/Artist Residency</td>
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<td>145 [KB]</td>
<td></td>
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</tr>
<tr>
<td>PAInT Across Florida flyer.pdf</td>
<td>PAInT Across Florida Professional Developments</td>
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<td></td>
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</tr>
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<td></td>
<td>View file</td>
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<tr>
<td>FAAAE photos videos links.pdf</td>
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<td>Florida Arts Model Schools And Advancing Arts Education 2019 Designees</td>
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<tr>
<td>2021 DCA SSO FAAE LOS.pdf</td>
<td>Letters of Support</td>
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<td>1417 [KB]</td>
<td></td>
<td>View file</td>
</tr>
</tbody>
</table>

2.1.
J. Review & Submit  Page 10 of 10

1. Review and Submit

☑️ I hereby certify that I am authorized to submit this application on behalf of Florida Alliance for Arts Education, 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.

1.1. Guidelines Certification

☑️ I hereby certify that I have read and understand the guidelines and all application requirements for this grant program as outlined under section , Florida Statutes 265.286 and 1T-1.036, Florida Administrative Code.

1.2. Signature (Enter first and last name)

Leiland Theriot