

Dream in Green, Inc.

Project Title: ECO-Cultura: Building Green Schools through the Arts

Grant Number: 22.c.pr.200.653

Date Submitted: Monday, June 1, 2020

A. Cover Page Page 1 of 12

Guidelines

Please read the current Guidelines prior to starting the application: 2021-2022 Specific Cultural Project Grant Guidelines

Application Type

Proposal Type: Arts In Education


Funding Category: Arts Partnership

Discipline: N/A

Proposal Title: ECO-Cultura: Building Green Schools through the Arts

B. Contacts (Applicant Information) Page 2 of 12

Applicant Information

- a. **Organization Name:** Dream in Green, Inc. 
- b. **FEID:** 20-5196010
- c. **Phone number:** 786.574.4909
- d. **Principal Address:** 2103 Coral Way, 2nd Floor Miami, 33145
- e. **Mailing Address:** ,
- f. **Website:**
- g. **Organization Type:** Nonprofit Organization
- h. **Organization Category:** Community Organization
- i. **County:** Miami-Dade
- j. **DUNS number:** 808848860
- k. **Fiscal Year End Date:** 12/31

1. Grant Contact *

First Name

Barbara

Last Name

Martinez-Guerrero

Phone

Email

barbara@dreamingreen.org

2. Additional Contact *

First Name

Barbara

Last Name

Martinez-Guerrero

Phone

Email

barbara@dreaminggreen.org

3. Authorized Official *

First Name

Barbara

Last Name

Martinez-Guerrero

Phone

Email

barbara@dreaminggreen.org

4. National Endowment for the Arts Descriptors

4.1. Applicant Status

Organization - Nonprofit

4.2. Institution Type

None of the above

4.3. Applicant Discipline

Multidisciplinary

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)

D. Excellence Page 4 of 12

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

Dream in Green's mission is to empower individuals, especially youth, to lead in the response to climate change and other environmental challenges facing South Florida. By establishing partnerships in our community, we develop, implement and oversee multidisciplinary educational programs and workshops that promote environmentally sustainable behaviors with a particular emphasis on K-12 students through STEAM (Science, Technology, Engineering, Arts, and Math).

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.

Dream in Green's (DIG) programs empower individuals to become environmental stewards through environmental education. ECO-Cultura integrates the arts into the established DIG Green Schools Challenge program by exposing students to multidisciplinary arts to spark discussions on how they can approach the global crisis of climate change through both the arts and science. The arts provide access through multi-sensory experience, extraordinary tools of convening, communication, and community-building. With a crowded landscape of catastrophic climate-related news – especially in Miami - the alternative access point of the arts provides a platform for building awareness, addressing climate anxiety, and identifying hope to continue forward. The program aims to engage young audiences in discourse to address solutions to the current climate crisis through a creative process.

GOALS:

- to provide a quality education that aims to help people make informed decisions concerning the environment;
- to deepen learning through engaging, multisensory performances and workshops;
- to encourage creative expression around sustainability through participation in the arts;
- to build skills so that individuals are willing to act on these decisions to improve the wellbeing of other individuals, societies, and the global environment;
- to provide opportunities that allow individuals to explore environmental issues, engage in critical thinking and problem solving, and take action to improve the environment'

- to mobilize schools to implement environmental changes that build sustainability through STEAM disciplines;
- to inspire and empower the next generation to broadcast green messaging to lead in the response to climate change.

OBJECTIVES (measured mainly through surveys):

- 90% of participants will be more aware of environmental issues affecting their school and community.
- 80% of participants will be more confident in investigating and analyzing potential solutions to one or more of the issues.
- 100% of participants will pledge to adopt behavioral changes to increase the conservation of natural resources.
- 70% will become more self-confident in expressing themselves through creative means.
- 80% will consider the arts as a tool for expressing ideas and data addressing climate change.

The Green Schools Challenge (GSC) is an established program throughout Miami-Dade County Public Schools (M-DCPS) that provides free environmental education curriculum in pre-K-12 classrooms. This project will focus on engaging youth from both high school and College in active learning through various activities that integrate science and the arts into targeted lessons. The arts programming will serve as an extension of in-class environmental lessons that describe and explain the interdependence of natural systems with human survival and environmental sustainability. The project is an innovative way to integrate the arts into environmental education in a flexible format, allowing for virtual presentations depending on the surrounding circumstances.

ACTIVITIES:

- Meet 2-3 times with project partners to develop, plan, and update content for lessons.
- Develop, publish, and disseminate lessons that build the target audience's skills and knowledge on the impact of waste, energy usage, and water conservation on natural systems through artistic engagement such as presentations and workshops.
- Recruit and train teachers in the integration of science concepts and artistic skills and literacy to share knowledge gained.
- Present such artists as multimedia artist Miwa Matreyek, conceptual artist Xavier Cortada, spoken word artists Oscar Fuentes and Marnino Toussaint in EarthVerse, and Dale Andree's National Water Dance in schools (virtual or live formats).
- Facilitate discussions with artists and local activists around performances and the surrounding issues to synthesize their learning.
- Provide a platform for students to create and present their performances at the GSC's Eco-Summit for high schools.

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.

Dream in Green will collaborate with MDC Live Arts and Culture Shock Miami to develop and implement this dynamic project centering on environmental and arts education.

Since 1990, **MDC Live Arts (MDCLA)** has built a community around dynamic performance from around the globe and across disciplines at locations throughout Miami-Dade County. It has extensive experience programming and producing performing arts programs that spark important conversations and effect change. It recently launched *ECOcultura*, a series of performances for the planet – dynamic theater, dance, and music events that inspire action, advocacy, and dialogue around global environmental challenges. Built on Miami-Dade College’s commitment to equity, MDCLA has always served community *where they are*, bringing conversations and access to a vast assortment of neighborhoods, communities, and cultures and placing all artistic traditions and expressions on an equal playing field. From that perspective, MDCLA will develop all artistic aspects of the project from programming and producing artists’ workshops and shows, to the arts-integrated learning and curricular intersections.

Culture Shock Miami, the audience development program of the Miami-Dade County Department of Cultural Affairs, is designed to introduce the next generation of audience members to live arts and cultural experiences at the age when they are beginning to make their own entertainment decisions. Based on research that shows most people begin their appreciation for the arts at a young age, Culture Shock Miami is founded on the premise that when teens and young adults make the arts a regular entertainment choice, they are more likely to become full-price ticket buyers and subscribers in the future. **Culture Shock Miami Presents**, a series dedicated to presenting nationally and internationally renowned artists that appeal specifically to the 13-22-year-old age range, was created in 2013 and presents more than a dozen performances each season to the public and through free school field trips. To this project, Culture Shock Miami brings their experience and system of engaging students and their broad public school network through which to recruit schools to expand the green school network, sharing its message through the arts.

2.3. Timeline - (Maximum characters 2000.)

List timeline of activities during the grant period.

July – August:

- Meet with program partners to develop lessons and guiding questions
- Plan with the artist for dates of presentations and engagement

September:

- Recruit teachers through M-DCPS & MDC
- Organize and host Professional Development Training for teachers

October – March:

- Integrate lessons created into Green Schools Challenge themes of Water Conservation, Waste Management and/or Green Living
- Conduct virtual performances and workshops for registered schools
- Facilitate post-performance discussions with artists and activists

April:

- Conduct teacher/student surveys to evaluate lessons and performance discussions
- Eco-Summit presentations – Participating students will be encouraged to create their performance and presentation at the event

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? *

12

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

12

3. How many Adults will be engaged? *

180

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

4,000

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

2,500

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?

Total number of individuals who will be engaged?

6691

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

- Children/Youth (0-18 years)
- Young Adults (19-24 years)

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

- Black/African American
- Hispanic/Latino

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

The project will engage students from the diverse South Florida counties of Miami-Dade (MDCPS), Broward (BCPS), and Monroe. DIG targets these counties because of the population diversity and the need for support in these underserved communities in both urban and rural areas. M-DCPS is the 4th largest school district in the United States, serving over 354,000 students and over 18,000 teachers. The demographic of students enrolled is made up of almost 71% Hispanic and 20% Black, Non-Hispanic, making it one of the most diverse in the country with a high concentration of minority students. BCPS is the 6th largest school district, comprising of 327 schools. It serves over 265,000 students. The demographic of students enrolled is 51% White, 40% Black, and 35% ethnically Hispanic. Monroe, the smallest of the 3 and serves close to 9,000 students, out of which 39% are Hispanic, 11% Black, and 45% White. Furthermore, DIG will target Title 1 schools designated by the district through the Free & Reduced Lunch programs and family income. In 2018-2019, MDCPS identified that nearly 70 % of schools in the district are Title 1, Broward had 65%, and Monroe had 49%.

Additionally, the program will serve College students at Miami Dade College in partnership with its Earth Ethics Institute and MDC Live Arts. MDC Live Arts' intended beneficiaries include all of Miami-Dade County, including the approximately 150,000-member student body of Miami Dade College. The MDC project component exposes people from many cultural backgrounds to ideas and traditions that may be different from their own. The MDC student body includes students from over 100 countries, with large numbers from Latin America and the Caribbean and substantial numbers of first-generation immigrants.

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.

Events: 1 teacher training, 10 workshops and performances, 1 Eco-summit

- Initial teacher-training professional development workshop range from 80 – 100 teachers
- Additional teacher workshops conducted can engage 20-30 teachers
- Performances conducted either virtually or in-person can range from an individual class (average 20 students) to school-wide presentations (500).
- Eco-Summit is open to the public, on average 100 participants and attendees.

Adults Engaged:

- Teachers: 180 teachers
- Support staff

Non-school based youth:

- Miami Dade College students
- Eco-Summit spectators

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.

- Broward
- Miami-Dade
- Monroe

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.

Dream in Green (DIG) has been serving South Florida for 14 years, empowering individuals through education and action to respond to environmental challenges facing our community. The GSC is our flagship program that addresses several interrelated community needs as related to local environmental issues. By providing pre-K-12 schools with a curriculum and challenging them to participate in monthly hands-on activities around core sustainability concepts, students take small steps within their schools and at home that collectively can have a big impact on our environment, society, and economy. Currently, the GSC has 6 main topics in which lessons and activities focus on; Energy Efficiency & Conservation, Water Quality & Conservation, Waste Management, Alternative Transportation, Green Living (Building &

Careers), and Food Security. Incorporating the arts into these lessons and activities is a powerful means of expanding the reach of DIG's work, providing additional access points for students to experience transformational learning.

Schools are tasked with meeting the 21st Century needs to make sure that our students succeed in tomorrow's world. Through the current curriculum, skills that are essential for progress such as questioning, investigating, defining problems, analyzing, interpreting, communicating, and creatively solving problems are not always taught. Local school districts focus on meeting standardized testing requirements and environmental lessons that do not offer an engaging platform for gaining and applying knowledge and skills in Science, Technology, Engineering, and Mathematics (STEM). This type of education has been evolving, according to the Institution for Arts Integration and STEAM, the STEM to STEAM movement has been taking root over the past several years and is surging forward as a positive mode of action to truly meet the needs of a 21st-century economy.^[1]

Furthermore, there is also a lack of providers and programs in South Florida that emphasize cooperative learning with others, critical and creative thinking, and discussion. The partnership of MDC Live Arts, an arts organization with international ties, immediately infuses the project with creative practice and the perspective of artists addressing the topics as broader, global issues. Current local programs only focus on specific topics tied to their geographical location but do not focus on other environmental priorities and the impact on the human experience.

Education & Outreach Activities:

- School-based arts education –master classes and technique workshops with guest artists and integrated thematic study guides
- Non-arts curriculum planning - develop and implement a dedicated curriculum focusing on the integration of multi-media art and performance through interdisciplinary STEAM lessons that engage high school students.
- Programming that integrates the arts into underserved populations – over 50% of schools that register for the GSC are from Title 1 school, reaching an often underserved population.
- Arts & technology programming –explorations of the technology employed in presentations
- Community Arts education - Work with artists, activists, and other students to foster civic responsibility and facilitate discussion with others about sustainable solutions for environmental challenges through visual and performing arts.

[1] (<https://educationcloset.com/what-is-steam-education-in-k-12-schools/>).

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.

One of the major activities necessary to assure that the target population participates in program activities is the organization and implementation of a Professional Development Training for teachers that will lead the implementation of the programs at their schools at the beginning of the school year. DIG uses the train-the-trainer model to efficiently disseminate the environmental education program to teachers at

participating schools. This model enables DIG to train school representatives (teachers, admin staff, and facilities staff), who in turn train other teachers and students at their respective schools on how best to implement the program. DIG works closely with the Office of Academics and Transformation in M-DCPS. This partnership helps to inform public school teachers about the workshops and provides incentives for teachers to participate, such as master plan points (MPP) for their professional teaching licenses and STEM points towards the school's designation. Additionally, a partnership with the Broward STEM office has been developed so that the GSC program will be promoted through their office.

Throughout the year, both DIG and Culture Shock Miami will engage in marketing efforts to reach various audiences including teachers, students, parents, and school board members to promote the program. Emails will be sent to school administrators and science and art department heads and well as to district and regional superintendents to increase awareness and engagement. The team will also participate in back-to-school resource fairs and visit target schools to disseminate program information. Social media platforms will be employed to register schools and reach out to students. Additionally, staff will send out press releases to local newspapers and all parties will engage in media interviews to expand the message to the public at large.

MDC Live Arts also employs MDC's extensive networks to seven campuses through additional means such as campus plasma televisions, kiosks, and College publications like The College Forum and MDC Reporter (student newspaper). One of the strongest tools for engaging student participation is through a strong Faculty Task Force with the purpose of deepening MDC student engagement and amplifying curriculum through the arts. The Task Force is currently made up of 12 professors across 6 campuses and 6 disciplines. Task Force members integrate the MDC Live Arts Season into their syllabi in various ways including artist class visits, class attendance at student shows and workshops, extra credit assignments, discussions, and service-learning.

MDC Live Arts also works faculty from the Miami Dade College Earth Ethics Institute's Global Sustainability and Earth Literacy Studies (GSELS) program to integrate the MDC Live Arts programs – especially ECOcultura – into the curriculum. Faculty across disciplines use MDC Live Arts programs as assignments for accessible and multisensory ways to incorporate sustainability in the curriculum.

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.

DIG has a 14-year history of providing quality programming in Miami-Dade County (MDC). We have been able to secure the MDC Environmental Education Grants consistently for the last 5 years and are in good standing with the County grants administration department. Additionally, our programs are supported by local foundations such as the Batchelor Foundation, Peacock Foundation, and the Miami Foundation. We are confident that these funders will sustain the program after the grant period.

Since 2008, DIG has successfully received:

- Donations for \$490,500 from 77 corporations;
- \$485,325 in grants from 31 foundations including the Batchelor Foundation, Medina Family Foundation, Peacock Foundation, and The Miami Foundation.
- \$279,000 in grants from 6 local government agencies including Miami-Dade County, City of Doral, City of Miami Gardens, Village of Pinecrest, DERM, and MDCPS
- \$187,000 in grants from the Environmental Protection Agency

Recent funding has been received from the following:

The Children's Trust - \$35,000; The Peacock Foundation - \$15,000; McKeehan Foundation - \$10,000; The Batchelor Foundation - \$10,000; Celebrity Cruise line - \$10,000

With the support of the Ocean Conservancy, one of our newest partnerships, the Green Schools Challenge program will continue to create and integrate relevant and current information into the curriculum for participating schools. Additionally, DIG constantly strives to broaden its support base by expanding its programming to attract new partners and diversify our source of support.

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.

Evaluation activities will be conducted by DIG project staff and employ a utilization-focused approach and a mixed-methods design with both formative and summative components. Evaluation strategies include collecting data using multiple methods (surveys, project records, observations) from multiple sources (teachers, students, partners) to create the most comprehensive data pool possible (with the available resources) with which to address the evaluation questions, inform the project's development, and present credible results.

DIG has created an effective data collection and management system using Google Docs and Excel which is regularly managed and updated by DIG staff. The database tracks all project data needed to enable DIG staff to monitor implementation and assess progress (e.g., participation numbers, demographics, contact information, activity logs, scores, etc.).

To address the evaluation questions, data will be collected on project spending, project outputs, project outcomes as well as on participants' experiences, satisfaction levels, and recommendations using the methods below.

- **Teacher Surveys (Pre/post):** At the beginning of the project year, baseline pre-participation data from teachers will be collected during the teacher workshop. At the end of the school year, teachers will complete an online post-participation survey.
- **Student survey (Retrospective pre/post):** Given a large number of participating students and the challenges of collecting individual student-level data, a sample of approximately 150 students will complete a retrospective pre-post survey at the end of the school year.
- **Partner survey:** All partners will complete an end of project online survey.
- **Observations:** Project staff will observe a sample of project activities “in action” during the school year site visits.
- **Project document reviews:** All project activities and products will be documented by project staff as well as participating teachers using forms provided by project staff.

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

12/31/2019

4. Operating Budget Summary

Expenses	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
1. Personnel: Administrative	\$36,000	\$36,000	\$37,500
2. Personnel: Programmatic	\$114,687	\$134,697	\$135,000
3. Personnel: Technical/Production			
4. Outside Fees and Services: Programmatic	\$8,500	\$8,500	\$20,000
5. Outside Fees and Services: Other	\$9,361	\$7,920	\$5,000
6. Space Rental, Rent or Mortgage	\$14,492	\$15,520	\$15,520
7. Travel	\$8,974	\$8,600	\$10,000

8.	Marketing	\$4,943	\$4,460	\$5,000
9.	Remaining Operating Expenses	\$26,845	\$27,850	\$25,000
A.	Total Cash Expenses	\$223,802	\$243,547	\$253,020
B.	In-kind Contributions	\$33,600	\$28,500	\$35,000
C.	Total Operating Expenses	\$257,402	\$272,047	\$288,020
	Income	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
10.	Revenue: Admissions			
11.	Revenue: Contracted Services			
12.	Revenue: Other			
13.	Private Support: Corporate	\$26,440	\$35,000	\$40,000
14.	Private Support: Foundation	\$88,000	\$60,000	\$65,000
15.	Private Support: Other	\$28,220	\$75,000	\$75,000
16.	Government Support: Federal			
17.	Government Support: State/Regional			
18.	Government Support: Local/County	\$84,000	\$100,500	\$80,000
19.	Applicant Cash			
D.	Total Cash Income	\$226,660	\$270,500	\$260,000
B.	In-kind Contributions	\$33,600	\$28,500	\$35,000
E.	Total Operating Income	\$260,260	\$299,000	\$295,000

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.

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	Executive Director (2 hours/week x \$33/hour x 40 weeks)	\$1,320	\$16,680	\$0	\$18,000
Totals:		\$1,320	\$16,680	\$0	\$18,000

2.2. Personnel: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Program Manager (4 hours/week x \$23/hour x 40 weeks)	\$3,680	\$39,970	\$0	\$43,650
Totals:		\$3,680	\$39,970	\$0	\$43,650

2.4. Outside Fees and Services: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Artist fees (managed by MDC LiveArts staff):	\$15,000	\$0	\$0	\$15,000
Totals:		\$20,000	\$0	\$20,000	\$40,000

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
2	MDC Live Arts program administration (production)	\$5,000	\$0	\$20,000	\$25,000
Totals:		\$20,000	\$0	\$20,000	\$40,000

2.6. Space Rental (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Center for Social Change	\$14,820	\$0	\$14,820
Totals:		\$14,820	\$0	\$14,820

2.7. Travel (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Travel to conduct school visits (35 miles @ \$0.56/mile x 45 visit)	\$882	\$0	\$882
2	Busses for Eco-Summit (if allowed)	\$1,618	\$0	\$1,618
Totals:		\$2,500	\$0	\$2,500

2.8. Marketing *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Constant Contact Email service	\$0	\$2,000	\$0	\$2,000
2	Publicity (print & media)	\$0	\$0	\$2,000	\$2,000
Totals:		\$0	\$2,000	\$2,000	\$4,000

2.9. Remaining Proposal Expenses *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Teacher professional development workshop (breakfast & materials)	\$0	\$500	\$500	\$1,000
Totals:		\$0	\$920	\$3,000	\$3,920

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
2	Zoom Premium Subscription (yearly)	\$0	\$420	\$0	\$420
3	Eco-Summit space rental	\$0	\$0	\$2,500	\$2,500
Totals:		\$0	\$920	\$3,000	\$3,920

Amount of Grant Funding Requested:

\$25,000

Cash Match:

\$76,890

In-Kind Match:

\$25,000

Match Amount:

\$101,890

Total Project Cost:

\$126,890

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.

3.4. Private Support: Corporate *

#	Description	Cash Match	Total
1	Sealand Maersk	\$20,000	\$20,000
Totals:		\$0	\$20,000

3.5. Private Support: Foundation *

#	Description	Cash Match	Total
1	Peacock Foundation	\$15,000	\$15,000
Totals:		\$0	\$15,000

3.6. Private Support: Other *

#	Description	Cash Match	Total
1	Individual Contributions	\$11,890	\$11,890
Totals:		\$0	\$11,890

3.9. Government Support: Local/County *

#	Description	Cash Match	Total
1	Miami-Dade County – Environmental Education grant	\$30,000	\$30,000
Totals:		\$0	\$30,000

Total Project Income:

\$126,890

3.11. Proposal Budget at a Glance

Line	Item	Expenses	Income	%
A.	Request Amount	\$25,000	\$25,000	20%
B.	Cash Match	\$76,890	\$76,890	61%
	Total Cash	\$101,890	\$101,890	81%
C.	In-Kind	\$25,000	\$25,000	20%
	Total Proposal Budget	\$126,890	\$126,890	101%

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.

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.

DIG's programs are accessible to all teachers. If additional events are organized such as workshops or performances, accessibility of facilities is taken into consideration. In our program policies, DIG states that the organization will make all reasonable modifications to policies and programs to ensure that people with disabilities have an equal opportunity to enjoy all programs, services and activities. For example, schools with students with cognitive disabilities are welcome to participate in our programs. Furthermore, since the GSC is formatted to serve as a classroom resource to teachers, additional resources are provided within the lessons so that teachers can adapt activities and concepts to the developmental level of their students.

DIG is also part of The Children's Trust Small Community-Based Capacity Building grant where accessibility is integrated and staff can participate in various seminars specifically dealing with accessibility. DIG will continue to encourage its staff to attend professional development opportunities to integrate special needs adaptations to ensure that our programs reach our target population.

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?

Barbara Martinez-Guerrero

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?

5/1/2020

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

Yes

No

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

In accordance with the requirements of title II of the Americans with Disabilities Act of 1990 ("ADA"), Dream in Green will not discriminate against qualified individuals with disabilities on the basis of disability in its services, programs, or activities.

Effective Communication: Dream in Green will generally, upon request, provide appropriate aids and services leading to effective communication for qualified persons with disabilities so they can participate equally in programs and activities,

Modifications to Policies and Procedures:

Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in a program, service or activity of Dream in Green, should contact the ADA Coordinator of the applicable County department (see the listing of County ADA Coordinators by Department as soon as possible but no later than 48 hours before the scheduled event.

The ADA does not require Dream in Green to take any action that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden.

Dream in Green will not place a surcharge on a particular individual with a disability or any group of individuals with disabilities to cover the cost of providing auxiliary aids/services or reasonable modifications of policy, such as retrieving items from locations that are open to the public but are not accessible to persons who use wheelchairs.

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)
Substitute W-9 from State of Florida.pdf	33 [KB]	6/1/2020 4:13:41 PM	View file

2. Support materials (required)

File	Title	Description	Size	Type	View (opens in new window)
DIG Letter of Support_LIVE ARTS.pdf	Support Letter_MDC Live Arts		105 [KB]		View file

File	Title	Description	Size	Type	View (opens in new window)
Support Letter - Miami Dade County.pdf	Letter of Support_Director, Miami-Dade County Department of Cultural Affairs		153 [KB]		View file
Samples of Artists Work.pdf	Sample of Artists Work_Video links		202 [KB]		View file
Green Living_ Design and Build Competition.docx.pdf	Sample Lesson from GSC Curriculum		176 [KB]		View file
Green Schools Challenge 2019 Programs.pdf	GSC General Information_for Teachers		1020 [KB]		View file
Dream in Green_BOARD BIOS 2020.pdf	DIG Board List and Bios		3228 [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 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 Dream in Green, 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)

Barbara Martinez-Guerrero