

# Florida Alliance for Arts Education, Inc.

**Project Title:** General Program Support 2022

**Grant Number:** 22.c.ps.200.042

**Date Submitted:** Thursday, May 14, 2020

## A. Cover Page Page 1 of 12

### Guidelines

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

### Application Type

**Proposal Type:** Arts In Education


**Funding Category:** Level 1

**Discipline:** N/A

**Proposal Title:** General Program Support 2022

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

### 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:** 06/30

### 1. Grant Contact \*

**First Name**

Leiland

**Last Name**

Theriot

**Phone**

941.266.7316

**Email**

director@faae.org

### 2. Additional Contact \*

**First Name**

Grace

**Last Name**

Kewl

**Phone**

954.663.8488

**Email**

gkewl@broward.org

**3. Authorized Official \***

**First Name**

Leiland

**Last Name**

Theriot

**Phone**

941.266.7316

**Email**

director@faae.org

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

**4.1. Applicant Status**

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Organization - Nonprofit

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**4.2. Institution Type**

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Arts Service Organization

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**4.3. Applicant Discipline**

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Multidisciplinary

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

## C. Eligibility Page 3 of 12

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

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

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

- Yes (required for eligibility)
- No

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

- Yes (required for eligibility)
- No

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

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

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

- Yes (required for eligibility)
- No

# D. Excellence Page 4 of 12

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

**To improve, enhance, and promote arts education in Florida.**

**VISION** For students to have a well-rounded education that includes a comprehensive, sequential, high-quality program of arts instruction; and Florida communities to have broad-based cultural programs available to support lifelong learning in and thru arts.

**The arts** are basic to a complete education, are essential to the vitality and quality of life in schools and communities, address both cultural inclusiveness and diversity, are powerful in the education of students with special needs, and have a positive impact on student achievement.

## 2. Proposal Description

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

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

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

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

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

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### Goals and Objectives

The overall goals of this DCA GPS grant for FAAE are to expand and build upon our

- Current ten programs and services, both in quality and scope;
- Local, statewide, and national partnerships to better align all our similar goals, objectives, and follow-up strategies to better advance arts education in more areas of Florida;
- Increase by 10% our direct impact on arts education professionals through FAAE's Arts Integration Symposia, State Teacher/Artist Residency, Florida Alliance for Arts Education Summit, CPALMS, and Arts4Every1 Coalitions.
- Explore, develop, and promote with FAAE partnerships realistic strategies in those counties with little or no arts education opportunities greater access to arts education information, opportunities, and experiences.

- Increase by 5% direct impact on arts in underserved communities through FAAE's Florida Arts Model Schools Partnership, Advancing Arts Education grants, Arts4Every1 Coalitions, and Arts Integration Symposia Programs.
- Continue to expand, engage, and inform FAAE board members, partners, and collaborators through periodic statewide conference calls, webinars, face-to-face meetings, e-newsletters, and other forms of communications on issues and best practices that help realize FAAE's goals and objectives.

## Activities

FAAE administers and plans to strengthen and expand its 2020-2021 program and service activities that include

1. Florida Arts Model Schools Recognition Program (FAMS): <https://faae.memberclicks.net/florida-arts-model-schools-list>
2. Advancing Arts Education Grant Program: Schools in Florida with underserved or emerging arts programs are matched with mentors and grant funds for one year to help these schools strengthen their arts education programs. <https://faae.memberclicks.net/aae>
3. Careers in the Arts Workshop: FAAE will expand this program in partnership with Florida universities to present free workshops designed to inspire and guide students in grades 6-12 in their pursuit of possible creative career opportunities. This program creates pathways to future employment in Florida's creative industries. FAAE engages keynote speakers and develops hands-on interactive sessions led by experts from creative industries who demonstrate creative industry fields that range from recording arts, 3-D gamer and computer animation, digital media, graphic design, sound engineering, marketing, performing arts management, and more. Access additional information at <http://www.faae.org/careers-in-arts-workshops>.
4. Careers in the Arts Website: FAAE Careers in the Arts website continues to expand and reach more students and their advisors who guide them to potential careers in the creative industries. Access additional information at <http://www.careersinthearts.org>.
5. Arts Integration Symposia: FAAE hosts professional development opportunities for schools interested in the integration of arts education and other subject matter. More at <http://www.faae.org/arts-integration-symposia-series>.
6. Arts4Every1 Coalitions: The goal of this FAAE program is to utilize the Florida Department of Education Fine Arts Portal data, the Florida Division of Cultural Affairs' strategic plan arts education goals, and FAAE's organizational strategic plan to help direct Florida's arts-education discipline-based Network Partners in the assessment and development of realistic statewide goals, objectives, and strategies.
7. Development of Lesson Plans and Resources for CPALMS Website: Access additional information at <http://www.faae.org/call-for-arts-lesson-plans-and-resources>.
8. State Teacher/Artist Residency (STAR): The STAR Program honors and nourishes the artist in the educator. In partnership with The Hermitage Artists Retreat, five (5) Florida public school educators are each given a three-week artist residency to pursue their artistic work in the inspiring environment of the Hermitage Artist Retreat. Access additional information at <http://www.faae.org/star-teacher-residencies>.
9. Florida Alliance for Arts Education Leadership Awards: Access additional information at <http://www.faae.org/leadership-awards>.

10. Florida Alliance for Arts Education Annual Summit: Each year, the FAAE Summit brings together diverse stakeholders who engage in the development and promotion of Florida arts education opportunities and the statewide values that arts education in dance, music, theatre, visual arts, and media arts bring to Florida students, schools, and communities. Access additional information at <http://www.faae.org/annual-summit>.

11. Ongoing Development of FAAE Board Members, Partners, and Collaborators: FAAE will continue at its annual board retreat to assess its board and staff management practices. The collaborative work going on now with FAAE's Strategic Plan and its Arts4Every1 Collaborative Strategic Plan are important tools for ongoing assessment and development.

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

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

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Since 1979, FAAE has worked to cultivate local, state, and national partnerships with numerous statewide professional associations, local arts agencies, community and national arts organizations, businesses, and more.

1. Florida Arts Model Schools Recognition Program Partners: Florida Department of Education, Florida Art Education Association, Florida Association for Theatre Education, Florida Dance Education Organization, Florida Music Education Association
2. Arts Integration Symposia Series PAInT Across Florida: Schools and local arts agencies in Broward, Duval, Hillsborough, Lee, Leon, and Manatee Counties.
3. Arts4Every1 Collaborative Strategic Plan Partners: Florida Division of Cultural Affairs, Association of Florida Teaching Artists, Center for Partnerships in Arts-Integrated Teaching (PAInT), Florida Art Education Association, Florida Association for Theatre Education, Florida Cultural Alliance, Florida Dance Education Organization, Florida Music Education Association.
4. State Teacher/Artist Residency Program Partner: The Hermitage Artist Retreat
5. Careers in the Arts Program Partners: Florida Department of Education, Orange County Public Schools, and Valencia College.
6. CPALMS and Florida Department of Education
7. Florida Alliance for Arts Education Leadership Awards Partners: The Mary Palmer Family Foundation
8. Florida Alliance for Arts Education Summit Partners: FL Dept. Of Education, FL Division of Cultural Affairs, PNC Bank, Broward Cultural Division, Broward County Schools, FL Theatrical Asso., Wells Fargo, 5/3 Bank,

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

List timeline of activities during the grant period.

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## July 2021

- Host FAAE Executive Committee Retreat
- Host State Teacher/Artist Residencies
- Host Evening with the FAAE STARS

## August 2021

- Host Arts4Every1 Task Force meeting
- Identify arts educators/supervisors who can author and submit 48 high-quality lesson plans and instructional resources for the CPALMS platform.
- Identify 7 arts education experts to serve as CPALMS Arts Education Review Team

## September 2021

- Host FAAE Annual Leadership Summit
- Host FAAE Board of Directors face to face meeting
- Host Advancing Arts Education Grant recipient training and workshops
- Host Arts Education State Leadership Awards
- Survey Summit participants to evaluate programming
- Choose committee members: STARS, Leadership Awards, Summit, etc.

## October 2021

- Host FAAE Executive Committee Meeting
- Present CPALMS Arts Education Reviewer Training
- Present 3 CPALMS Authors Trainings
- Present Florida Arts Model Schools Application Process Webinar
- Attend Florida Association for Theatre Education Conference
- Attend Florida Art Education Association Conference
- Attend Florida Dance Education Organization Conference

## November 2021

- Host FAAE Board of Directors Meeting
- Host Arts4Every1 Task Force mobile meeting

## December 2021

- Host FAAE Executive Committee Meeting

## January 2022



- Host FAAE Board of Directors Meeting
- Open State Teacher/Artist Residency Application
- Open Leadership Awards Nomination period
- Attend Florida Music Education Association Conference
- Attend Arts Day at the Capitol
- Present Training for the Florida Arts Model Schools Review Panel

#### February 2022

- Host FAAE Executive Committee Meeting
- Present Careers in the Arts Workshop
- Survey Careers in the Arts participants to evaluate programming

#### March 2022

- Host FAAE Board of Directors Meeting
- Host Arts4Every1 Task Force mobile meeting
- Announce Florida Arts Model Schools designees and assigned partner schools

#### April 2022

- Host FAAE Executive Committee Meeting
- Host on site Summit Committee Meeting

#### May 2022

- Host FAAE Board of Directors Meeting
- Host Arts4Every1 Task Force mobile meeting
  - Announce State Teacher/Artist Residency selections
  - Announce FAAE Leadership Award recipients
  - FAAE Board of Directors Retreat Meeting
  - Host Arts4Every1 Task Force Retreat
  - Host FAAE Summit Committee meeting

#### June 2022

# E. Impact Page 5 of 12

## Instructions

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

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

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

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17

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

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17

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

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1,054

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

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15,175

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

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400

### 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? \*

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350

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

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350

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

16979

**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)
- Adults (25- 64 years)
- Older Adults (65+ 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
- White

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

According to the 2018 US Census Bureau estimates, Florida's population was 74.7% White (53.3% Non-Hispanic White), 16.0% Black or African American, 2.8% Asian, 0.3% Native American and Alaskan Native, 0.1% Pacific Islander, 3.3% Some Other Race, and 2.9% from two or more races. 73% speak English and 20% speak Spanish.

40% are Protestant, 26% Roman Catholic, 9% Baptist, 6% Methodist, 3% Pentecostal, and 3% Jewish. 10% are non-religious.

Mean household income is \$53,267. Per capita income is just over \$30,000, and 13% live in poverty.

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

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

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The actual and potential impact of FAAE's program activities outlined within this application are substantial both in numbers and programmatically among teachers, arts educators and administrators, students, and interested individuals throughout Florida communities. These FAAE programs also help focus attention on the value of arts education on and in Florida schools and communities to those in and outside of the education industry.

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

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

- Alachua
- Baker
- Bay
- Bradford
- Brevard
- Broward
- Calhoun
- Charlotte
- Citrus
- Clay
- Collier
- Columbia
- DeSoto
- Dixie
- Duval
- Escambia
- Flagler
- Franklin
- Gadsden
- Gilchrist
- Glades
- Gulf
- Hamilton
- Hardee
- Hendry
- Hernando
- Highlands
- Hillsborough
- Holmes
- Indian River
- Jackson
- Jefferson
- Lafayette
- Lake
- Lee

- Leon
- Levy
- Liberty
- Madison
- Manatee
- Marion
- Martin
- Miami-Dade
- Monroe
- Nassau
- Okaloosa
- Okeechobee
- Orange
- Osceola
- Palm Beach
- Pasco
- Pinellas
- Polk
- Putnam
- Santa Rosa
- Sarasota
- Seminole
- St. Johns
- St. Lucie
- Sumter
- Suwannee
- Taylor
- Union
- Volusia
- Wakulla
- Walton
- Washington

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

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

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

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

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Florida's tourism industry is positively impacted by dollars spent on travel, hotels, restaurants, etc., when participants travel to participate in FAAE's Arts Integration Symposia, the Careers in the Arts Workshops, and the FAAE Summit. Florida's economic development will continue to expand and grow when students who participate in FAAE's Careers in the Arts Workshops and Website decide to seek degrees in creative industries from Florida universities. Many of these students might even eventually be employed by these creative industries throughout Florida.

Additionally, non-arts teachers will begin to implement and enhance arts integration and creativity - a much sought-after skill in today's workforce – into their classrooms. Both state and national studies demonstrate that the more students are afforded diverse and outstanding arts education opportunities, the better they perform in other academic areas, stay in school, graduate, and have higher success rates in higher education and future careers.

Communities with healthy arts and cultural resources are attractive to businesses and enjoy higher tourism numbers and diverse economic development. High-achieving, creative students who connect and engage in their communities and state through its arts and cultural resources are the future citizens who will continue to expand and grow Florida's economy and quality of life for its residents and visitors.

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

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

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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 2019, we experienced a 37% growth in membership and a 14% growth in program registrations.

The 2019 marketing plans included securing the services of a professional graphic designer, hire a professional photographer to capture highlights of events, almost daily upgrades to our website and database platform.

In 2020, the FAAE actively engaged a contractor to market our programs through a grant from Google Ads, and we maintain a very active presence on digital social media and networks (Facebook, Twitter, LinkedIn, etc.). We continue to improve in these areas, noting an average click through rate on our website of over 12%.

Additionally, FAAE has engaged the Board of Directors in marketing promotions by having directors write narratives to be included in promotions as well as record videos for promotional use. Annually, FAAE board members and FAAE's two planning work groups will assess these marketing strategies and make recommendations to strengthen and measure their impact on all FAAE programs.

# F. Management and Operating Budget Page 6 of 12

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

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

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FAAE was developed in 1979 to work in partnership with the Florida Department of Education on providing additional arts education opportunities to students in Florida's K-12 public schools. The Arts for a Complete Education grant was created and included as a recurring line-item in the legislative budget. Historically, the main source of our funding has come from the ACE Grant. With the reduction of funding it has become necessary to diversify our funding resources. Support from the Division of Cultural Affairs is critical to maintaining and growing the quality of our statewide programs.

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. 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.

In FY2017, the FAAE president appointed a strategic planning committee. This committee is in the process to develop a five-year strategic plan for FAAE's board of directors' consideration. 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. In addition, the FAAE and the Interactive Academy for Performing Arts has initiated a virtual platform of arts education instructional delivery as a source of earned income. It is our intention to use this resource to further the mission to improve, enhance, and promote arts education, with the hopes of allowing more access to arts education to our rural communities, who have no (or little) access.

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

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

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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. As part of FAAE's five-year strategic plan, FAAE will conduct a statewide audience survey to help it determine the overall success and impact of the organization.

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 over that continues throughout 2020-2021. 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.

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

6/30/2019

### 4. Operating Budget Summary

<b>Expenses</b>	<b>Previous Fiscal Year</b>	<b>Current Fiscal Year</b>	<b>Next Fiscal Year</b>
1. Personnel: Administrative	<b>\$52,150</b>	<b>\$52,150</b>	<b>\$52,150</b>
2. Personnel: Programmatic	<b>\$14,050</b>	<b>\$20,000</b>	<b>\$25,000</b>
3. Personnel: Technical/Production	<b>\$10,945</b>	<b>\$18,210</b>	<b>\$18,000</b>
4. Outside Fees and Services: Programmatic	<b>\$16,848</b>	<b>\$18,793</b>	<b>\$18,000</b>
5. Outside Fees and Services: Other	<b>\$21,723</b>	<b>\$22,738</b>	<b>\$23,000</b>
6. Space Rental, Rent or Mortgage	<b>\$7,715</b>	<b>\$7,348</b>	<b>\$7,500</b>
7. Travel	<b>\$25,257</b>	<b>\$16,450</b>	<b>\$17,000</b>
8. Marketing	<b>\$7,931</b>	<b>\$5,574</b>	<b>\$5,600</b>



9.	Remaining Operating Expenses	\$38,456	\$40,274	\$41,000
<b>A.</b>	<b>Total Cash Expenses</b>	<b>\$195,075</b>	<b>\$201,537</b>	<b>\$207,250</b>
<b>B.</b>	<b>In-kind Contributions</b>	<b>\$22,000</b>	<b>\$33,409</b>	<b>\$32,000</b>
<b>C.</b>	<b>Total Operating Expenses</b>	<b>\$217,075</b>	<b>\$234,946</b>	<b>\$239,250</b>
	<b>Income</b>	<b>Previous Fiscal Year</b>	<b>Current Fiscal Year</b>	<b>Next Fiscal Year</b>
10.	Revenue: Admissions	\$16,425	\$12,600	\$13,000
11.	Revenue: Contracted Services			
12.	Revenue: Other	\$15,145	\$15,500	\$16,000
13.	Private Support: Corporate	\$18,500	\$10,000	\$10,000
14.	Private Support: Foundation	\$3,500	\$8,500	\$8,500
15.	Private Support: Other	\$7,156	\$5,000	\$5,000
16.	Government Support: Federal			
17.	Government Support: State/Regional	\$127,944	\$147,110	\$145,952
18.	Government Support: Local/County			
19.	Applicant Cash	\$39,000	\$15,338	\$16,000
<b>D.</b>	<b>Total Cash Income</b>	<b>\$227,670</b>	<b>\$214,048</b>	<b>\$214,452</b>
<b>B.</b>	<b>In-kind Contributions</b>	<b>\$22,000</b>	<b>\$33,409</b>	<b>\$32,000</b>
<b>E.</b>	<b>Total Operating Income</b>	<b>\$249,670</b>	<b>\$247,457</b>	<b>\$246,452</b>

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

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

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2019-2020 The FAAE received an additional grant from the NEA through the DCA for a special initiative program REDI Teaching Artist Residency in Belle Glade, based on a pilot in 2018-2019.

We anticipate receiving this grant again for 2020-2021, but slightly less than 2019-2020.

## 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	\$17,000	\$17,000	\$0	\$34,000
<b>Totals:</b>		<b>\$17,000</b>	<b>\$17,000</b>	<b>\$0</b>	<b>\$34,000</b>

### 2.2. Personnel: Programmatic \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Program Development	\$6,000	\$6,000	\$0	\$12,000
<b>Totals:</b>		<b>\$6,000</b>	<b>\$6,000</b>	<b>\$0</b>	<b>\$12,000</b>

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

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Web Assistant	\$2,500	\$2,500	\$0	\$5,000
<b>Totals:</b>		<b>\$2,500</b>	<b>\$2,500</b>	<b>\$0</b>	<b>\$5,000</b>

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

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
<b>Totals:</b>		<b>\$7,000</b>	<b>\$7,000</b>	<b>\$7,000</b>	<b>\$21,000</b>

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Arts Integration Symposia Delivery	\$2,500	\$2,500	\$2,500	\$7,500
2	Summit Delivery	\$4,500	\$4,500	\$4,500	\$13,500
<b>Totals:</b>		<b>\$7,000</b>	<b>\$7,000</b>	<b>\$7,000</b>	<b>\$21,000</b>

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

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Other Outside Fees/Services	\$3,500	\$3,500	\$2,500	\$9,500
<b>Totals:</b>		<b>\$3,500</b>	<b>\$3,500</b>	<b>\$2,500</b>	<b>\$9,500</b>

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

#	Description	Cash Match	In-Kind Match	Total
1	Space Rental	\$0	\$7,500	\$7,500
<b>Totals:</b>		<b>\$0</b>	<b>\$7,500</b>	<b>\$7,500</b>

### 2.7. Travel (match only) \*

#	Description	Cash Match	In-Kind Match	Total
1	Program Travel	\$16,000	\$0	\$16,000
<b>Totals:</b>		<b>\$16,000</b>	<b>\$0</b>	<b>\$16,000</b>

### 2.8. Marketing \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Program/Event Marketing	\$4,000	\$0	\$5,000	\$9,000
<b>Totals:</b>		<b>\$4,000</b>	<b>\$0</b>	<b>\$5,000</b>	<b>\$9,000</b>

**Amount of Grant Funding Requested:**

**\$40,000**

**Cash Match:**

\$52,000

**In-Kind Match:**

\$22,000

**Match Amount:**

\$74,000

**Total Project Cost:**

\$114,000

**3. Proposal Budget Income:**

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

**3.1. Revenue: Admissions \***

#	Description	Cash Match	Total	
1	Admissions	\$15,000	\$15,000	
<b>Totals:</b>		<b>\$0</b>	<b>\$15,000</b>	<b>\$15,000</b>

**3.3. Revenue: Other \***

#	Description	Cash Match	Total	
1	Memberships	\$15,000	\$15,000	
<b>Totals:</b>		<b>\$0</b>	<b>\$15,000</b>	<b>\$15,000</b>

**3.4. Private Support: Corporate \***

#	Description	Cash Match	Total	
1	Corporate Sponsorships	\$10,000	\$10,000	
<b>Totals:</b>		<b>\$0</b>	<b>\$10,000</b>	<b>\$10,000</b>

**3.5. Private Support: Foundation \***

#	Description	Cash Match	Total	
<b>Totals:</b>		<b>\$0</b>	<b>\$7,000</b>	<b>\$7,000</b>

#	Description	Cash Match	Total
1	Private Support: Foundation	\$7,000	\$7,000
<b>Totals:</b>		<b>\$0</b>	<b>\$7,000</b>

### 3.6. Private Support: Other \*

#	Description	Cash Match	Total
1	Private Support	\$5,000	\$5,000
<b>Totals:</b>		<b>\$0</b>	<b>\$5,000</b>

### Total Project Income:

**\$114,000**

### 3.11. Proposal Budget at a Glance

Line	Item	Expenses	Income	%
A.	Request Amount	\$40,000	\$40,000	35%
B.	Cash Match	\$52,000	\$52,000	46%
	Total Cash	\$92,000	\$92,000	81%
C.	In-Kind	\$22,000	\$22,000	19%
	Total Proposal Budget	\$114,000	\$114,000	100%

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

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

Due to the ever changing landscape in the wake of the COVID 19 outbreak, the FAAE seeks to maintain our grant request at the current level. We are budgeting for a fiscally conservative year. We have been fortunate to be able to maintain our programming and saw change to only one event we have left in the 2019-2020 grant cycle. Not knowing what lies ahead, we would be happy if we could just continue that and look forward to organization growth in the years that follow.

# 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.

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FAAE has a relatively small operating budget. In attempt to be good stewards of funds provided by grants, donors, and scholarships, we choose to put as much of that money toward programming as possible.

Because many of our programs are digitally-based and our desire to present our programs statewide, we operate as a more "virtual" organization. Generally our representative(s) travel to our audience, rather than having our audience come to us.

All of our digital programming is in compliance with ADA requirements. FAAE's live events are held in ADA accessible facilities such as public schools with accessibility considerations such as ramps, elevator access, and flexible seating. Printed materials are provided to support oral presentations. Written, visual, and audio versions of webinars and presentations are provided on our website.

FAAE partners with Art4All Florida to provide professional development for educators and teaching artists on inclusion in the arts through regional Arts Integration Symposia and the FAAE Summit.

**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?

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?**

5/1/2020

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

Yes

No

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

At the Florida Alliance for Arts Education, a diverse, inclusive, and equitable workplace is one where all employees and volunteers, whatever their gender, race, ethnicity, national origin, age, sexual orientation or identity, education or disability, feels valued and respected. We are committed to a nondiscriminatory approach and provide equal opportunity for employment and advancement in all of our departments, programs, and worksites. We respect and value diverse life experiences and heritages and ensure that all voices are valued and heard.

We are committed to modeling diversity and inclusion for the entire arts education sector, and to maintaining an inclusive environment with equitable treatment for all.

To provide informed, authentic leadership for cultural equity, the FAAE strives to:

- See diversity, inclusion, and equity as connected to our mission and critical to ensure the well-being of our staff and the arts communities we serve.
- Acknowledge and dismantle any inequities within our policies, systems, programs, and services, and continually update and report organization progress.
- Explore potential underlying, unquestioned assumptions that interfere with inclusiveness.
- Advocate for and support board-level thinking about how systemic inequities impact our organization's work, and how best to address that in a way that is consistent with our mission.
- Help to challenge assumptions about what it takes to be a strong leader at our organization, and who is well-positioned to provide leadership.
- Practice and encourage transparent communication in all interactions.
- Commit time and resources to expand more diverse leadership within our board, staff, committee, and advisory bodies.
- Lead with respect and tolerance.



# 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)
FAAE Substitute W9.pdf	33 [KB]	5/13/2020 1:22:55 PM	<a href="#">View file</a>

## 2. Support materials (required)

File	Title	Description	Size	Type	View (opens in new window)
2022 DCA GPS FAAE LOS.pdf	Letters of Support		756 [KB]		<a href="#">View file</a>
2019 Careers flyer.JPG	Careers Flyer		104 [KB]		<a href="#">View file</a>

File	Title	Description	Size	Type	View (opens in new window)
2020-2023 FAMS Announcement.docx	Florida Arts Model Schools Award Designations		416 [KB]		View file
FAAE Event and Program Links.pdf	FAAE Event and Program Links		150 [KB]		View file
FAAE Platform DRAFT trifold watermark.pdf	FAAE Trifold		593 [KB]		View file
14. FAAE Policy Proc Manual.pdf	FAAE Policies and Procedures		173 [KB]		View file

## 2.1.

# J. Notification of International Travel Page 10 of 12

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

## 1. Notification of International Travel

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

# K. Florida Single Audit Act Page 11 of 12

## Florida Single Audit Act

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

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

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

Yes

No

# L. Review & Submit Page 12 of 12

## 1. Guidelines Certification

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

## 2. Review and Submit

I hereby certify that I am authorized to submit this application on behalf of 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.

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

Leiland Theriot