

Arts4All Florida

Project Title: General Program Support 2024-2025

Grant Number: 25.c.ps.600.138

Date Submitted: Thursday, June 15, 2023

Request Amount: \$150,000.00

A. Cover Page Page 1 of 12

Guidelines

Please read the current Guidelines prior to starting the application: **General Program Support Grant Guidelines**

Application Type

Proposal Type: State Service Organization


Funding Category: N/A

Discipline: N/A

Proposal Title: General Program Support 2024-2025

B. Contacts (Applicant Information) Page 2 of 12

Applicant Information

- a. Organization Name: Arts4All Florida 
- b. DBA:
- c. FEID: 59-2758321
- d. Phone number: 813.974.0721
- e. Principal Address: 4202 E. Fowler Avenue, EDU105 Tampa, 33620-5650
- f. Mailing Address: 4202 E. Fowler Avenue, EDU105 Tampa, 33620-5650
- g. Website: www.arts4allflorida.org
- h. Organization Type: Nonprofit Organization
- i. Organization Category: Other
- j. County:Hillsborough
- k. UEI: JRVHP562ET64
- l. Fiscal Year End Date: 06/30

1. Grant Contact *

First Name

Jennifer

Last Name

Sabo

Phone 813.493.6183

Email jsabo@usf.edu

2. Additional Contact *

First Name

Jan

Last Name

Beals

Phone 813.382.5263

Email jkbeals@usf.edu

3. Authorized Official *

First Name

Jennifer

Last Name

Sabo

Phone 813.493.6183

Email jsabo@usf.edu

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

C. Eligibility Page 3 of 12

1. What is the legal status of your organization?

- Florida Public Entity
- Florida Nonprofit, Tax-Exempt

2. Are all grant activities accessible to all members of the public regardless of sex, race, color, national origin, religion, disability, age or marital status?

- Yes (required for eligibility)
- No

3. Project start date: 7/1/2024 - Project End Date: 6/30/2025 *

- Yes (required for eligibility)
- No

4. How many years of completed programming does your organization 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. Do your organization's services and activities reach at least 40 Florida counties?

- Yes (required for eligibility)
- No

D. Quality of Offerings Page 4 of 12

1. Applicant Mission Statement - (500 characters) *

The mission of Arts4All Florida (A4AFL) is to provide, support, and champion arts education and cultural experiences for and by people with disabilities. For over 42 years, Arts4All Florida has provided art programs throughout the state of Florida. We believe learning through, participating in, and enjoying the arts is critical for all human development and endeavor to create a world in which the arts are universally accessible.

2. Programming Description - (2000 characters)

Briefly describe the project or program for which you are requesting funding. 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.

As a State Service Organization focused on arts and disability, we provide three main types of programming: 1) programs whose audience are people with disabilities, 2) programs designed to bring together people with and without disabilities to experience the arts together, and 3) programs designed to teach others how to make the arts accessible. Funding will support the following:

- **A4AFL will conduct at least 100 artist in residence programs, which provide teaching artists to lead multi-week art learning experiences for students with and without disabilities. The program includes both the visual and performing arts. At least two residencies are offered to each county and classrooms are selected by the District's ESE Director.**
- **A4AFL will conduct at least 20 trainings/webinars open to all teachers, teaching artists, and cultural organizations in the state. Trainings focus on providing information on accommodations and strategies for including people with disabilities in the arts as well as teaching educators how to use technology to teach the arts.**
- **A4AFL will conduct at least 18 community art classes and camps. These multi-session programs have included the "Animation Gets Real" camp, "Parkinson's in Movement", dance and musical theatre classes, and more. Classes are free but have a suggested donation and registration is required.**
- **A4AFL will recognize excellent work by student artists with disabilities through two**

statewide recognition programs: the Student of the Month (SOTM) program and the Florida Young Performers (FYP) program.

- **A4AFL will provide at least five programs for adult artists with disabilities that increase their ability to pursue the arts as a money-making venture or paid career, including the Artist Registry, art exhibitions, and an annual art calendar. Artists of all abilities are eligible to submit artwork to the Calls for Art unless otherwise noted.**
- **A4AFL will continue partnerships with cultural and disability organizations for at least 45 disability-friendly arts experiences, including exhibitions and performances, art activities at festivals, and other in-person and virtual programs.**
- **A4AFL will coordinate one fall performance and outreach program that highlights nationally-known performing artists with disabilities.**

2.1. Programming Goals (2000 characters)

Please list at least three goals associated with the project or program for which you are requesting funding.

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.

Sample goal: To provide residents and visitors with increased opportunities to view local art and meet local artists.

All Arts4All Florida programs work towards one (or more) of our three overarching goals.

Goal #1: Ensure that people with disabilities have access to high quality arts learning experiences and cultural facilities.

Goal #2: Ensure that arts educators are prepared to include people with disabilities in their instruction.

Goal #3: Ensure that artists with disabilities have opportunities to develop their skills and showcase their work.

2.2. Programming Objectives (2000 characters)

Please list the three corresponding objectives for the goals listed above.

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

Sample Objective: At least 300 residents and visitors will view local art and be invited to a “meet the artist reception”

Objective for Goal #1: Provide accessible art classes (including residencies, community art classes, and camps) to at least 3,500 participants, serving at least 50 counties. Increase participants’ artistic skills, creativity, self-expression, and willingness to try new things, with at least at least 85% of classroom teachers reporting student increases in these areas in their residency evaluations and 80% of parents reporting participant increases in these areas in their parent surveys and camp evaluations.

Objective for Goal #2: Provide professional development trainings/webinars to at least 300 participants, serving at least 30 counties. Increase participants’ knowledge and skills regarding accommodations, inclusion strategies, and arts technology, with at least 80% of participants reporting increases in the evaluation immediately following the training and at least 75% of respondents reporting that the training helped them in developing or implementing accommodations in our end-of-year follow-up survey.

Objective for Goal #3: Coordinate at least four programs/events per year (exhibitions and performances) that provide opportunities for at least 30 artists with disabilities to exhibit their artwork and/or perform on stage. Increase opportunities for our Registry artists to exhibit their artwork, with at least 25% of artists chosen for exhibitions being Registry artists. In addition, increase our reach to visual artists with disabilities new to A4AFL, with at least 10% of artists chosen for exhibitions being new to A4AFL.

2.3. Programming Activities (2000 characters)

Please list the project or program activities.

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

Sample Activities: Work with local arts and tourism organizations to promote art shows.

Communicate with local art teachers to encourage students to attend shows. Schedule artist commentaries and news articles to promote the shows.

Activities for Goal/Objective #1:

- Reach out to school district ESE Directors about programs and send residency request forms to Directors.
- Coordinate school and Department of Juvenile Justice residencies, including working with classroom teachers on art type preferences, hiring teaching artists, collecting parent permission forms, conducting programs, evaluating programs, and more.

- Write a quarterly e-newsletter that promotes upcoming community art classes and camps.
- Coordinate in-person and virtual community art classes and camps, including developing class themes/ideas, hiring teaching artists, collecting parent permission forms, conducting programs, evaluating programs, and more.

Activities for Goal/Objective #2:

- Review previous years' residency evaluations and arts educator surveys to determine topics for the new year's webinars.
- Coordinate webinars, including researching and finding presenters, hiring presenters, coordinating registration, advertising programs, conducting webinars, sending certificates of completion, and evaluating the programs.
- Conduct trainings for school districts and cultural organizations that take into account the needs of their constituents with disabilities.

Activities for Goal/Objective #3:

- Reach out to cultural organizations throughout the state regarding potential exhibitions.
- Find supporters willing to fund prizes for exhibitions.
- Coordinate exhibitions, including logistics with galleries, developing the Call for Art, receiving and reviewing submissions, selecting pieces, writing labels and gallery didactics, hanging the shows, marketing the shows, and de-installing and shipping artwork back to artists.
- Work with nationally-known artists with disabilities and at least two cultural facilities to host the fall performance, including coordinating the artists' contracts and travel, conducting outreach programs, coordinating the performance, evaluating the program, and more.

2.4. Partnerships & Collaborations (2000 characters)

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

As a State Service Organization, partnerships and collaborations are integral to our programming.

- A4AFL is housed in the College of Education at the University of South Florida (USF). We partner with the Special Education program in the College of Education on a summer program that helps train preservice ESE teachers on incorporating the arts into their classes. We also frequently partner with other departments to develop programs, including the College of the Arts (COTA). COTA provides space and

technical assistance on programs and three professors from COTA are on our Board.

- A4AFL is a discretionary project of the Florida Department of Education and partners with other discretionary projects on programs and trainings. In the 2022-2023 program year, A4AFL also partnered with 42 different school districts to provide residencies.
- A4AFL partners with the Department of Juvenile Justice to provide arts programs in juvenile justice facilities. The DJJ provides technical assistance to teaching artists on working with students in the juvenile justice system and funding for these programs.
- A4AFL partners with the Miami-Dade County Department of Cultural Affairs (MD-DCA) on the “Animation Gets Real” camp and our large performances. MD-DCA staff work closely with our staff on the planning for these programs and provide space, accessibility accommodations, and funding for the programs.
- A4AFL partners with a wide variety of arts organizations. Recent partners have included: the Arsht Center, Tampa Bay History Center, MOSI, FSU Museum of Fine Arts, Museum of Florida Art & Culture, Contemporary Art Museum USF, Tampa Museum of Art, Henry B. Plant Museum, Dali Museum, HistoryMiami Museum, The Frank C. Otis Gallery and Exhibit Hall, Polk Museum, Morean Art Center, Art and History Museums Maitland, and many more. Depending on the organization, partnerships have included providing trainings for staff and volunteers, hosting exhibitions and performances by students or adults with disabilities, providing inclusive community art classes and programs, and more.
- A4AFL partners with a wide variety of disability organizations on programming. Recent partners have included: Special Olympics, Family Café, CARD, Duvall Homes, Pepin Academy, Theatre eXceptional, and more.

3. Project/Program Evaluation (2000 characters)

How will you determine if your Goals and Measurable Objectives are achieved? Who will conduct the evaluation, and who will the evaluation target? What methods will be used to collect participant feedback? (Surveys, evaluation forms, interviews, etc.) When will you collect the information, and how will it be used to inform future programming?

A4AFL includes evaluation in all programs. The Executive Director reviews evaluations

quarterly and recommends program adjustments for the current year. Evaluations are also used to plan trainings for the following year.

Artist in residence program: The residency program is our most highly evaluated program. All residencies use three evaluation tools:

- 1) Ongoing written teaching artist assessment of learning on the curriculum map
- 2) Final evaluation by the classroom teachers
- 3) Final evaluation by the teaching artist

Classroom teacher and teaching artist evaluations focus on the goals of the residency, skills and standards included in activities, how well the goals were met, and the impact on the students. Student evaluations are completed in classrooms when appropriate based on cognitive ability. Examples of our residency evaluations are included in the support materials.

Community art classes, camps, and outreach: Teaching artists use our outreach evaluation form to record the number of participants, note immediate outcomes on participants, and provide suggestions for future events. Parents of participants also complete a program evaluation at the end of the year looking at participant outcomes like artistic skills, creativity, self-expression, and willingness to try new things.

Professional development programs: Workshop participants complete a sign-in sheet and webinar participants complete an online registration that collects demographic data. Participants also complete a survey at the end of the program that includes questions looking at new knowledge and skills as well as anticipated use of the material in the workplace. A4AFL also sends a survey to participants in May asking how they implemented what they learned in the training and how it affected outcomes and/or programs and services.

Exhibitions and performances: A4AFL uses comment books at exhibitions and performances to gauge impact on the attendees. We ask artists participating in performances to tell us about their experience.

E. Impact - Reach Page 5 of 12

For questions 1-6, 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.

Total number of individuals who will be engaged?

31775

1. What is the estimated number of events related to this proposal?

206

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

1,208

3. How many Adults will participate in the proposed events?

14,038

4. How many K-12 students will participate in the proposed events through their school?

2,879

5. How many individuals under the age of 18 will participate in the proposed events outside of their school?

14,630

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?

228

6.2. Number of Florida artists directly involved?

218

7. Proposed Beneficiaries of Project

Select all groups of people that your project intends to serve directly. For each group, you can select more than one answer if applicable. If your project/program served the general public without a specific focus on reaching distinct populations, then select the “No Specific Group” options.

7.1. Race Ethnicity: (Choose all that apply) *

- Black or African American
- Hispanic or Latino
- White

7.2. Age Ranges (Choose all that apply): *

- Children/Youth (0-17 years)
- Young Adults (18-24 years)
- Adults (25-64 years)
- Older Adults (65+ years)

7.3. Underserved/Distinct Groups: *

- Individuals with Disabilities
- Individuals below the Poverty Line
- Youth at Risk

8. Describe the demographics of your service area. (2000 characters)*

Demographics are distinct characteristics of a population. Examples include but are not limited to: age, race, ethnicity, religion, gender, income, family status, education, veteran, disability status,

and employment.

In a typical year, A4AFL provides services that impact 55-63 out of Florida's 67 counties. Thus far in the 2022-2023 program year, A4AFL has conducted residencies, outreach, camps, or classes in 43 counties. Through our virtual art classes that were open to participants from across the state (online dance classes, musical theatre, etc.) as well as teacher webinars, an additional 13 counties were served, for a total of 56 counties impacted this year. Out of the 29 rural counties in Florida, A4AFL served 18 this year. Out of the 25 counties that received no Division of Arts and Culture grant funds in 2022-2023, A4AFL served 11 with in-person programs (residencies, classes, and camps) and another five through virtual trainings and other virtual programming.

A4AFL programs target, but are not limited to, people with disabilities. Program participants had a variety of disabilities, including autism, blind/low vision, Deaf/hard of hearing, developmental disabilities, emotional/behavioral disabilities, intellectual disabilities, learning disabilities, orthopedic/mobility impairments, speech/language impairments, and traumatic brain injuries. Our programs serve a wide variety of ages, from preschool residencies up to our dance class for older adults with Parkinson's. For the 2022-2023 program year, about 4% of residencies were in PreK, 34% elementary schools, 24% in middle schools, and 38% in high schools. In addition, 79% of school residencies were in low-income schools.

In addition to the participants we serve directly, we have a large impact through trainings and online programs. In the 2022-2023 program year, our trainings impacted over 81,400 students, including over 8,200 students with disabilities, as reported by teachers on their sign-in sheet or registration. Our online YouTube content like the "Spotlight on Art" video series, Florida Young Performers videos, artist spotlights, and more has had over 2,300 views in the past year. We also impact visitors at numerous cultural organizations like the Dali Museum, Polk Museum of Art, Art and History Museums Maitland, and more, by training their staff and volunteers on disability-friendly policies and techniques.

9. Number of individuals your members/organizations are serving?

119,475

10. Select all that apply to your organization? *

- Arts Education
- Community Building
- Cross-Sector Collaborations
- Present Programming

- Produce Programming
- Professional Development/Technical Assistance – Artists
- Professional Development/Technical Assistance – Organizations
- Professional Development/Technical Assistance - Teachers

11. Additional impact/participation numbers information (optional) (1500 characters)

Use this space to provide the panel with additional detail or information about the impact/participation numbers. Describe what makes your organization/programming unique.

Arts4All Florida is the only organization that works statewide to provide cultural experiences and arts education opportunities for and by people with disabilities.

Impact estimates above are based on actual previous years' numbers and include the following:

- Residencies: 2,000 people (p), 700 opportunities (o)
- Trainings: 180 p, 6 o
- Community art classes/camps: 414 p, 273 o
- Florida Young Performers contest and performance: 1,025 p, 4 o
- Student of the Month contest and presentations: 288 p, 18 o
- Adult exhibitions and calendar: 4,573 p, 91 o
- Artist registry: 20 p, 1 o
- Student exhibitions: 350 p, 49 o
- Student performances: 250 p, 5 o
- Presentations: 150 p, 15 o
- Festivals: 20,000 p, 20 o
- Other community art activities: 1,040 p, 16 o
- Fall performance event: 1,350 p, 10 o
- 135 artists employed/contracted

Additionally, we include our virtual programs, partner programs, and students impacted through trainings in the “number of individuals your members/organizations are serving” above.

- Virtual dance: 20 p, 30 o
- Virtual musical theatre: 20 p, 30 o
- Spotlight on art: 160 p, 4 o
- Florida Young Performers videos: 100 p, 2 o
- Webinars: 240 p, 12 o
- Virtual ASL: 140 p, 40 o
- Virtual drawing: 20 p, 20 o
- Calendars: 2,000 p
- Indirect students from trainings: 80,000 p

- Partner programs: 3,000 p
- Interactions with online interviews and videos: 2,000 p

12. In what counties will the project/program actually take place? (Select a minimum of one) *

- Alachua
- Baker
- Bay
- Brevard
- Broward
- Calhoun
- Citrus
- Clay
- Collier
- DeSoto
- Dixie
- Duval
- Escambia
- Flagler
- Franklin
- Gilchrist
- Glades
- Gulf
- Hardee
- Hendry
- Highlands
- Hillsborough
- Indian River
- Jackson
- Lake
- Lee
- Leon
- Levy
- Liberty
- 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
- Volusia
- Walton
- Washington

13. What counties does your organization serve? (Select a minimum of one)*

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

- Lee
- Leon
- Levy
- Liberty
- 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
- Walton
- Washington

14. Describe your virtual programming. Only for applicants with virtual programming. (2500 characters)

Briefly describe any virtual programming that you provide to the public. This information should include who is able to access the programming and any payment structure.

A4AFL is planning on keeping virtual programs, as we've found some participants thrived on virtual programming, which removed the transportation barriers for getting to programs that many of our participants with disabilities had and enabled us to serve counties that we previously had difficulty serving due to not having any teaching artists within a one-hour drive.

Some of the virtual programs we have offered include:

Artist in residence programs: We offer virtual artist in residence programs with live, Zoom-based instruction from a teaching artist to students physically in a classroom together. These residencies are selected by district ESE directors and are free to the districts.

Community art classes: We offer a variety of free virtual programs including: drawing and art therapy for children and teens, 3D printing for teens with disabilities, musical theatre and dance classes for adults with disabilities, “Parkinson’s in Movement” for participants with Parkinson’s disease and their caretakers, American Sign Language for adults with and without disabilities to learn basic ASL communication, and more. Registration is required for these programs and there is a suggested donation for each class.

Camps: We host one week of our very popular “Animation Gets Real” camp for teens with autism and related disabilities virtually (along with two weeks in person). Because this program is supported by the Miami-Dade Department of Cultural Affairs, it costs \$100 for Miami-Dade residents and \$400 for nonresidents, and registration is required.

Virtual teacher trainings: We offer webinars on a variety of art education and art access topics. We also provide our five-hour “Inclusive Practices in the Arts” training virtually for classroom arts teachers, where all materials are shipped directly to the districts and group work is done in breakout rooms. These programs are free to school districts and doing them virtually allows us to take the money we would pay for travel and instead purchase accessible tools and materials that are given to every teacher for the training. We also conduct virtual “Art and Technology” teacher institutes where we teach educators how to use technology like 3D printing, virtual reality, paper circuits, and coding to teach art to students with and without disabilities. These institutes are open to all teachers in Florida and are free, however registration is required.

Virtual exhibitions: All in-person exhibitions are also created as virtual exhibitions to increase access to the exhibitions for people unable to attend in-person. We also aim to offer virtual solo exhibitions to three of our Registry artists each year.

Fall performance: Our large fall performances are recorded and available online approximately a week after the event for those who are unable to attend in person. This video is also captioned for our Deaf or hard of hearing viewers.

15. Proposal Impact (3500 characters)

How is your organization benefitting your community .What is the economic impact of your organization?

Organizations: Include education and outreach activities.

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

In the 2021-2022 program year, A4AFL conducted 330 programs serving over 21,400 people from 54 counties.

Utilizing the Arts & Economic Prosperity 5 Calculator with the state of Florida as the population (1 million or more) and our most recently completed fiscal year and program numbers, it is estimated that A4AFL supports 25 full-time equivalent jobs and provides \$622,360 in household income, \$30,238 in local government revenue, and \$36,817 in state government revenue.

A4AFL also impacts Florida's economy by:

- Hiring artists to teach and perform. Thus far this year, we have hired/paid 53 artists.
- Providing artists opportunities to sell their artwork during exhibitions and recommending performing artists for paying gigs.
- Providing teachers, teaching artists, and cultural staff new skills through training programs that increase their future employability. Thus far this year, 325 arts educators serving 28 counties attended 26 trainings focused on increasing their skills for working with people with disabilities.
- Helping cultural organizations increase their accessibility through technical assistance and trainings, which in turn opens their organizations to new audiences and income.
- Providing training and networking opportunities for people with disabilities interested in careers in creative industries.

In addition to our economic impact, A4AFL has a large educational impact on individuals of all ages and abilities.

- A4AFL provides art education programs for students with and without disabilities to increase access to high quality art experiences and their associated academic and social benefits. During the past two years, 93% of teachers felt the art activities in the residency program increased their students' willingness to try new things, 91% felt the art activities helped students learn to work cooperatively, 85% felt the program helped students express themselves in new ways, and 84% felt the art activities helped students increase their fine and/or gross motor skills.
- A4AFL conducts training programs to enable arts educators to include people with disabilities in art activities and to ensure facilities are accessible to all guests. During the past two years, 91% of participants ranked their training a 4 or above (out of 6) on increasing their knowledge and 90% of participants felt more confident teaching people with disabilities after the training. According to end-of-year surveys, 92% of participants felt the training helped them in increasing the engagement of students with disabilities

in arts activities. In addition, 91% of participants felt that the training helped in developing or implementing accommodations and in planning accessible lessons and programs.

- A4AFL recognizes exemplary work by student artists with disabilities through the Florida Young Performers program, Student of the Month program, and student exhibitions and performances. When asked in a follow up survey how winning an award impacted their child, one parent wrote: “Winning Arts4All Student of the Month has changed our life! Our son feels more confident in his art and feels like he’s appreciated. The program helped encourage him to continue his artwork and even expand into a possibly business. He feels like he can do something in life that matters and that he’s being celebrated for his ability instead of being excluded for his disability. We can’t thank you enough for this program and for celebrating our son. It’s been transformational for him.”
- A4AFL conducts events and classes that involve the whole family, including camps, community art classes, and festivals. A parent of a child in camp wrote, “My child loved this program. The teacher is great. I did not know that he can draw. It helped him practice to follow directions and be creative. Thank you for affording my child of this opportunity.”
- A4AFL promotes the accomplishments of artists with disabilities and ensures that artists with disabilities are seen as positive role models in the community. This year, 62 Florida artists with and without disabilities participated in our Calls for Art and exhibited in our shows and annual calendar.

16. Marketing and Promotion

16.1. How are your marketing and promoting your organizations offerings? *

- Brochures
- Collaborations
- Email Marketing
- Newsletter
- Organic Social Media
- Paid Social Media

16.2. What steps are you taking in order to build your audience and expand your reach? (3500 characters)

How are you marketing and promoting your organizations offerings?

Arts4All Florida primarily connects with our constituency through e-newsletters and social media. The quarterly e-newsletter, which goes to 10,374 recipients, highlights programs statewide and contains content for parents of children with disabilities, arts educators, and the general public. “APROPOS,” an e-newsletter for artists with disabilities, highlights artists’ accomplishments, provides information on opportunities for exhibitions or performances, and includes professional development resources. A4AFL staff manage our

social media channels, including Facebook, Instagram, and YouTube. Our Facebook reach (3,079 followers), likes, comments, and shares have consistently been growing. We have expanded our use of multimedia over the past three years and have increased our content to include many more videos, which are premiered on YouTube and Facebook Live. Our YouTube content had over 2,300 views in the past year. In addition, our large fall performance events are now recorded and available online for free for people who are unable to attend in person.

Our social media channels lead people to our website (www.arts4allflorida.org) for additional information on our programs and program registration. The website also provides updates on opportunities statewide; resources on strategies for inclusion for teachers, teaching artists, and cultural organizations; arts-education resources and lessons for parents; and information for parents and the general public on arts and disability-related issues. A4AFL's Annual Reports and archived webinars are also available through the website.

In addition to e-newsletters and social media, A4AFL writes and distributes press releases to media outlets in advance of special events and for winners of programs like the Student of the Month and Florida Young Performers programs. A4AFL also creates and distributes collateral materials, including an Annual Report, program flyers, and more. Please see our Annual Report and sample program flyers in our supplemental materials.

Connecting to school districts is very important to A4AFL and each fall our Regional Program Coordinators contact the ESE Director in every district in their region to review available programs. Throughout the year, webinar announcements, calls for SOTM nominations, and other program flyers and collateral are emailed directly to ESE Directors, Arts Supervisors, and teaching artists as well as the 575 arts teachers in our database.

A4AFL also participates in numerous outreach events and festivals across the state, providing information about A4AFL programs as well as hands-on activities. Our goal for 2024-2025 is to attend at least two festivals in each of our five regions.

F. Impact - Access for All Page 6 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. In addition to your facility, what specific step are you taking to make your programming accessible to persons of all abilities and welcoming to all members of your community? (3500 characters)

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 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.

Arts4All Florida's mission includes providing programs BY and for people with disabilities and we take the BY part very seriously. We make a concerted effort to hire artists with disabilities as teaching artists for programs. We also pay artists with disabilities to share about their experiences as a person with a disability participating in the arts for presentations. We hire artists with disabilities from across the world for performances and outreach programs throughout Florida, helping to introduce the general public to accomplished artists with disabilities. We actively search for Board members who identify as a person with a disability or as a parent of a person with a disability to ensure representation on our Board.

As an organization that primarily serves people with disabilities, all staff members are trained to provide accessible, inclusive programming and all programs are structured to meet the needs of participants. School programs take place in accessible classrooms and incorporate accommodations to ensure learning for all students, which may include adapting art tools or processes; providing alternate or additional supplies; utilizing visual prompts; and more. During instruction, teaching artists use clear and explicit directions, provide information in multiple modalities, and ensure students have the opportunity to respond in a variety of ways.

Public programs take place in accessible settings and include people with disabilities as program planning members, program providers, and program participants. A4AFL does not own facilities and rents or borrows physically accessible space from other entities for all programs. Meetings with facility staff are made prior to a program or event to determine levels of accessibility of the facility and any accommodations that might need to be made, including parking, entrances, stages, bathrooms, seating (including companion seating), and other amenities.

A4AFL has a Board-approved Accessibility Plan that designates the ADA/504 Coordinator and

includes guidelines for ensuring programs are accessible and written materials are available in large or alternate formats and utilize appropriate accessibility symbols. A4AFL frequently builds accommodations such as CART, audio description, and American Sign Language interpretation into events. Program flyers include an accessibility statement and who to contact to request additional accommodations. A4AFL also provides auto-captioning on virtual programs.

A4AFL provides professional development for our teaching artists as well as arts educators statewide on developing accessible curriculum utilizing accommodations and up-to-date best practice strategies for including people with disabilities in arts activities. In addition, A4AFL provides cultural access trainings to help cultural organizations develop disability-friendly policies and programs. Please see the attached list of webinars and trainings presented this year in our supplemental materials. A4AFL also develops and distributes training manuals and toolkits on inclusion and tips for making exhibitions, festivals, and performances more inclusive. A4AFL is frequently asked to present at statewide and national conferences on topics related to disability and the arts.

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?

Jennifer Sabo

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? 6/1/2023

5. What efforts has your organization made to provide programming for all? (2000 characters)

Besides providing programs for people with disabilities, A4AFL has focused on accessibility for the following three communities: people from low-income communities and/or living in rural counties, people who have difficulty getting to programs, and teens in the juvenile justice system.

A4AFL works to ensure that arts opportunities are available for Floridians in low-income and rural communities. The majority of our community art classes, camps, and residencies are free, enabling low-income students to attend at no cost. Thus far this program year, A4AFL has served 18 out of Florida's 29 rural counties and 79% of school residencies were in low-income schools. Realizing that students with disabilities have access to less services in rural areas, many of our trainings target teachers in these counties and 25% of teachers have come from rural counties for our "Art and Technology" trainings in the past two years.

Virtual programming has been amazing in expanding accessibility to participants who may not be able to drive to programs or have difficulty getting to programs. Our hybrid in-person and virtual "Parkinson's in Movement" dance program is going strong and allows participants to attend in the way that serves them best. Our virtual musical theatre and dance classes for adults have been full each session and we now have people from across the state participating together in a program that used to only serve adults in Pasco County. In addition, we have increased the amount of content we provide on YouTube, including recording our large performances each year, so that those who have difficulty getting to programs can watch at home.

Finally, A4AFL provides artist in residence programs for teens in the juvenile justice system across the state, this year serving 11 counties through 22 seven-week programs. Many of these programs focus on communication goals and transition skills and help provide the teens a creative outlet to express themselves in appropriate ways.

G. Management and Operating Budget Page 7 of 12

1. Organization History (2000 characters)

Briefly describe your organization's history including founding dates and significant changes in management, location, mission, etc. Also, include major accomplishments and program growth, adaptation to external factors and significant relationships and partnerships.

For over 42 years, Arts4All Florida has provided art programs that make it possible for people with disabilities to contribute to the social, cultural, and economic life of Florida. A4AFL was founded in 1981 as a special project between the Florida Department of Education (Bureau of Exceptional Education and Student Services) and Florida Department of State (Division of Arts and Culture). The program was accredited by the National Committee- Arts for the Handicapped, under the name Florida Arts for the Handicapped Program, and was the Florida affiliate for what would become VSA International. The first state office was established at Florida State University in Tallahassee. In 1986, the program changed its name to Very Special Arts Florida, following a mandate by the national VSA office, and established itself as a nonprofit 501(c)3 organization. In 1996, the Very Special Arts Florida Board of Directors recognized that the rapid growth of community programs across the state created a need for centralized services and accepted an offer from the University of South Florida to move the program headquarters from Tallahassee to Tampa and became a program in the College of Education, while still maintaining its nonprofit status. In 1999, Very Special Arts Florida formally changed its name to VSA arts of Florida, as directed by the national office. In 2010, VSA arts of Florida formally changed its name to VSA Florida, as directed by the national office. In late 2017, the Board of Directors voted to change the organization name to Arts4All Florida to better describe what we stand for, what we do, and who we serve. Annually, Arts4All Florida serves approximately 20,000-30,000 Floridians in 55-63 counties by conducting art education programs in schools, Department of Juvenile Justice facilities, and community centers; promoting the accomplishments of artists with disabilities through our artist registry, exhibitions, and performances; and providing professional development workshops utilizing our longstanding partnerships with school districts, cultural arts organizations, and state and federal arts organizations.

2. Fiscal Condition and Sustainability (2000 characters)

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.

A4AFL has no debt and a year of operating capital in savings and endowment. We are very fortunate to receive an annual allotment of federal Individuals with Disabilities Education Act (IDEA) funds from the Florida Department of Education, which flows through the University of South Florida and funds the majority of office staff salaries. This allows us to focus our

development and grantwriting efforts on seeking funding specifically to support program expenses. A4AFL is very successful in our state, federal, and corporate grantwriting. Most recently, we were awarded a \$100,000 National Endowment for the Arts grant.

In alignment with our three-year strategic plan, Arts4All Florida continues to seek new revenue streams like service contracts. Our service contracts with VSA at the Kennedy Center vary annually but generally fund 20-30 artist in residence programs. Our service contracts with the Department of Juvenile Justice generally fund 30-40 artist in residence programs in DJJ facilities. Our partnership with Special Olympics provides a portion of the funding for an artist to conduct art activities at regional games. We are frequently contracted by other organizations to teach summer camps and educational programs for their population, including Rotary Camp, the University of Tampa, MacDill Airforce Base, Pepin Academy, and more. A4AFL is also very successful in securing funding from local and county sources to complete programs in certain counties, like partnering with the Miami-Dade Department of Cultural Affairs on the fall performance program and summer camps.

Due to changes with the Florida Department of Education, we are no longer able to charge participants for many of our camps and community art classes. Instead, we now have a suggested donation based on the cost to run the program, and on average about half of participants make a donation.

A4AFL's Chief Finance Officer and Executive Director keep a tight eye on our budget and review the budget and program evaluations quarterly to ensure we have a strong return on investment for all programs. As a cost-savings measure, in recent years we have reduced some programs that require significant artist travel and virtual programming will continue to allow us to serve audiences with significantly less travel costs.

3. Completed Fiscal Year End Date (m/d/yyyy) * 6/30/2022

4. Operating Budget Summary

Expenses	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
1. Personnel: Administrative	\$8,500	\$8,500	\$8,500
2. Personnel: Programmatic	\$539,702	\$549,500	\$551,000
3. Personnel: Technical/Production			

4.	Outside Fees and Services: Programmatic	\$80,836	\$46,837	\$50,000
5.	Outside Fees and Services: Other	\$4,796	\$1,145	\$3,000
6.	Space Rental, Rent or Mortgage	\$6,960	\$3,200	\$3,000
7.	Travel	\$34,583	\$28,000	\$30,000
8.	Marketing	\$834	\$7,411	\$6,000
9.	Remaining Operating Expenses	\$101,724	\$61,839	\$70,000
A.	Total Cash Expenses	\$777,935	\$706,432	\$721,500
B.	In-kind Contributions			
C.	Total Operating Expenses	\$777,935	\$706,432	\$721,500
	Income	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
10.	Revenue: Admissions			
11.	Revenue: Contracted Services	\$127,267	\$100,000	\$105,000
12.	Revenue: Other	\$57,796	\$81,670	\$80,000
13.	Private Support: Corporate	\$16,250	\$16,590	\$18,000
14.	Private Support: Foundation	\$47,021	\$16,237	\$18,000
15.	Private Support: Other	\$27,057	\$33,264	\$30,000
16.	Government Support: Federal	\$437,322	\$334,000	\$350,000
17.	Government Support: State/ Regional	\$100,619	\$129,242	\$100,000

18. Government Support: Local/ County	\$6,587	\$5,000	\$11,000
<hr/>			
19. Applicant Cash			
<hr/>			
D. Total Cash Income	\$819,919	\$716,003	\$712,000
<hr/>			
B. In-kind Contributions			
<hr/>			
E. Total Operating Income	\$819,919	\$716,003	\$712,000

5. Additional Operating Budget Information (1000 characters)

Use this space to provide the panel with additional detail or information about the operating budget. Please explain any deficits, excess revenue, or major changes to any line items or budget totals. If not applicable, then write "not applicable."

Expenses-

The large difference in our expenses from the previous fiscal year to the current fiscal year, which you will see in the outside fees and services, travel, and remaining expenses, are due to the large 40th anniversary celebration event we did last year, which included 12 artists from around the world coming to Florida to conduct outreach and performances. The increase in marketing for this fiscal year and next fiscal year is due to a NEA grant with funds to increase our marketing capability.

Revenue-

The large difference in our revenue between last fiscal year and this fiscal year is due to a \$100,000 NEA grant that was booked last year, even though it will be utilized for expenses over three fiscal years, as well as a \$35,000 South Arts Resiliency grant.

6. Paid Staff

- Organization has no paid management staff.
- Organization has at least one part-time paid management staff member (but no full-time)
- Organization has one full-time paid management staff member
- Organization has more than one full-time paid management staff member

7. Hours *

- Organization is open full-time
- Organization is open part-time

8. Does your organization have a strategic or long range plan?

- Yes
- No

H. Management and Proposal Budget Page 8 of 12

1. Rural Economic Development Initiative (REDI) and Underserved 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 dos.myflorida.com/cultural/grants/grant-programs.

The expense section contains three columns:

- a. Grant funds (these are the funds you are requesting from the state)
- b. Cash Match (these are earned or contributed funds supplied by your organization)
- c. In-kind (the value of donated goods and services)

Save each individual line within the budget.

To update budget totals, save each page.

Do not include any non-allowable expenses in the proposal budget. (See: non-allowable expenses).

For General Program Support the Proposal Budget should match the operating budget minus any non-allowable expenses (see non-allowable expenses).

For Specific Cultural Projects the Proposal Budget expenses must equal the Proposal Budget income.

2.1. Personnel: Administrative *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Program Assistant - 16 hrs/wk @ \$15/hr. (\$12000) 15% fringe (\$1800)	\$13,800	\$0	\$0	\$13,800
Totals:		\$13,800	\$0	\$0	\$13,800

2.2. Personnel: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
Totals:		\$89,000	\$90,000	\$0	\$179,000

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Part time Arts4All Florida staff and teaching artists for residency programs, community art classes, camps, professional development programs, outreach, and other arts programs.	\$89,000	\$90,000	\$0	\$179,000
Totals:		\$89,000	\$90,000	\$0	\$179,000

2.3. Personnel: Technical/Production *

2.4. Outside Fees and Services: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Consultants for Young Performers Program, Professional Development Webinars, Outreach, and affiliate programs	\$24,900	\$20,000	\$0	\$44,900
Totals:		\$24,900	\$20,000	\$0	\$44,900

2.5. Outside Fees and Services: Other *

2.6. Space Rental (match only) *

2.7. Travel (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Artist travel for residencies, outreach events, community art classes, and adult programs.	\$27,000	\$0	\$27,000
Totals:		\$27,000	\$0	\$27,000

2.8. Marketing *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
Totals:		\$5,000	\$3,000	\$0	\$8,000

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Printing costs	\$5,000	\$3,000	\$0	\$8,000
Totals:		\$5,000	\$3,000	\$0	\$8,000

2.9. Remaining Proposal Expenses *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Remaining project expenses to include adaptive art supplies for residencies, exhibitions, outreach, camps, community art classes and student of the month.	\$10,800	\$7,600	\$0	\$18,400
2	Postage for shipping artwork and materials to teaching artists and classroom teachers	\$3,000	\$3,500	\$0	\$6,500
3	Teaching artist background checks	\$3,500	\$0	\$0	\$3,500
Totals:		\$17,300	\$11,100	\$0	\$28,400

2.10. Amount of Grant Funding Requested:

\$150,000

2.11. Cash Match:

\$151,100

2.12. In-Kind Match:

2.13. Match Amount:

\$151,100

2.14. Total Project Cost:

\$301,100

3. Proposal Budget Income:

Detail the expected source of the cash match (middle column) your organization will be using in order to match the state funds (first column) outlined in the expense section. Use the budget categories listed below. Do not include your grant request (first column) or in-kind (third column). Include only income that specifically relates to the proposal. The Proposal Budget income must equal to the Proposal Budget cash match in the expenses.

3.1. Revenue: Admissions *

3.2. Revenue: Contracted Services *

#	Description	Cash Match	Total
1	Kennedy Center	\$15,500	\$15,500
2	Department of Juvenile Justice	\$10,900	\$10,900
3	Adrienne Arsht Center	\$16,050	\$16,050
4	Duval Homes	\$19,800	\$19,800
5	Morningstar School	\$13,000	\$13,000
6	Miami Dade DCA	\$26,600	\$26,600
7	Special Olympics	\$2,500	\$2,500
8	University of Tampa	\$2,500	\$2,500
9	Pepin	\$3,450	\$3,450
10	Other earned income	\$19,800	\$19,800
11	Las Damas del Arte	\$1,000	\$1,000
Totals:		\$0	\$131,100

3.3. Revenue: Other *

3.4. Private Support: Corporate *

#	Description	Cash Match	Total
Totals:		\$0	\$5,000

#	Description	Cash Match	Total
1	Regions Bank	\$5,000	\$5,000
Totals:		\$0	\$5,000

3.5. Private Support: Foundation *

#	Description	Cash Match	Total
1	Elva Brady Foundation	\$5,000	\$5,000
2	Gobioff Foundation	\$10,000	\$10,000
Totals:		\$0	\$15,000

3.6. Private Support: Other *

3.7. Government Support: Federal *

3.8. Government Support: Regional *

3.9. Government Support: Local/County *

3.10. Applicant Cash *

3.11. Total Project Income:

\$301,100

3.12. Proposal Budget at a Glance

Line	Item	Expenses	Income	%
A.	Request Amount	\$150,000	\$150,000	50%
B.	Cash Match	\$151,100	\$151,100	50%
	Total Cash	\$301,100	\$301,100	100%
C.	In-Kind	\$0	\$0	0%
	Total Proposal Budget	\$301,100	\$301,100	100%

4. Additional Proposal Budget Information (optional) (1000 characters)

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.

- **Teaching artists are paid \$50/hour for teaching and \$25/hour for planning and prep.**
- **Mileage is reimbursed at the federal rate.**

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 DAC 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)
A4AFL Substitute W9.pdf	34 [KB]	6/13/2023 11:50:48 PM	View file

1.2. Federal 990 Form (most recently completed)

File Name	File Size	Uploaded On	View (opens in new window)
990 - ARTS4ALL FLORIDA, INC.pdf	420 [KB]	6/13/2023 11:51:30 PM	View file

2. Support materials (required)*

File	Title	Description	Size	Type	View (opens in new window)
2021-22 Annual Report.pdf	Annual Report		4868 [KB]		View file
Sample program flyers.pdf	Sample program flyers		3544 [KB]		View file
Webinar and trainings list 2022-2023.pdf	List of webinars and trainings		116 [KB]		View file
Residency evaluation samples.pdf	Sample residency evaluations		181 [KB]		View file
Support materials-links.pdf	Links to program examples and videos		66 [KB]		View file
Residency Evaluations by Classroom Teacher 2022-23.pdf	Teacher quotes for residencies		2434 [KB]		View file

2.1.

J. Notification of International Travel Page 10 of 12

Notification of International Travel

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 Division of Arts and Culture.

K. Single Audit Act Page 11 of 12

Single Audit Act

In accordance with 2 CFR 200, Subpart F - Audit Requirements; Section 215.97(2)(a) and 215.97(8) (a), Florida Statutes; and the policies and procedures established by the Division of Arts and Culture, the grantee is required to certify annually if your organization with FEIN 59-2758321 expended \$750,000 or more from all combined state sources and all combined federal sources during your organization's fiscal year. If your organization has exceeded the threshold of \$750,000, your organization will be required to comply with the Single Audit Act. You will be required to complete a separate certification form in dosgrants.com following the close of your fiscal year.

1. Single Audit Act

I hereby acknowledge that I have read and understand the above statement and will comply with: 2 CFR 200, Subpart F - Audit Requirements; Section 215.197, Florida Statutes, Florida Single Audit Act; and the policies and procedures established by the Division of Arts and Culture.

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 265.286, Florida Statutes and incorporated by reference into Rule 1T-1.036, Florida Administrative Code.

2. Review and Submit

I hereby certify that I am authorized to submit this application on behalf of Arts4All Florida 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)

Jennifer Sabo

