

# Larry Fields

**Project Title:** Special Needs Arts Program (SNAP!) On Tour

**Grant Number:** 25.c.pr.200.454

**Date Submitted:** Wednesday, June 21, 2023

**Request Amount:** \$25,000.00

## A. Cover Page Page 1 of 12

### Guidelines

Please read the current Guidelines prior to starting the application: **Specific Cultural Project Grant Guidelines**

### Application Type

**Proposal Type:** Artist Performances on Tour


**Funding Category:** N/A

**Discipline:** N/A

**Proposal Title:** Special Needs Arts Program (SNAP!) On Tour

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

### Applicant Information

- a. Organization Name: Larry Fields 
- b. DBA: Individual
- c. FEID:
- d. Phone number: 786.356.6347
- e. Principal Address: 441 NE 145th Street Miami, 33161
- f. Mailing Address: 441 NE 145th Street Miami, 33161
- g. Website: no website
- h. Organization Type: Individual / Sole proprietor
- i. Organization Category: Other
- j. County: MiamiDade
- k. UEI: Individual
- l. Fiscal Year End Date: 06/30

#### 1. Grant Contact \*

**First Name**

Larry

**Last Name**

Fields

**Phone** 786.356.6347**Email** larrymiami786@gmail.com

#### 2. Additional Contact \*

**First Name**

Larry

**Last Name**

Fields

**Phone** 786.356.6347**Email** larrymiami786@gmail.com

#### 3. Authorized Official \*

**First Name**

Larry

**Last Name**

Fields

**Phone** 786.356.6347

**Email** larrymiami786@gmail.com

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

**4.1. Applicant Status**

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Individual

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**4.2. Institution Type**

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Individual Artist

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**4.3. Applicant Discipline**

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Theatre

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## C. Eligibility Page 3 of 12

**1. 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

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

Yes (required for eligibility)

No

**3. Is the artist? All required for eligibility. \***

I am a Florida resident (proof of residency required).

I am at least 18 years of age.

I am not enrolled in a degree or certificate program.

## D. Quality of Offerings Page 4 of 12

### 1. Artist Statement - (500 characters) \*

As an Artist-in-Education serving children, teens & young adults with special needs, my mission is to connect this underserved population to the life-affirming joy that comes from participation in the arts. The arts are meant for everyone. My job is to remove the traditional barriers to participation and to create a safe, accessible space for these young people w/ disabilities to be able to fully engage w/ the arts and to flourish. This is my mission as an Artist: To connect young people w/ disabilities to their full potential in the arts, and to see them experience the joy that comes from artistic expression.

### 2. Project Description - (2000 characters)

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

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This application requests funding support for the Special Needs Arts Program (SNAP!) to be held at 5 YMCA sites serving underserved populations w/ special needs. SNAP! directly serves 100 participants with a diverse range of intellectual, physical & cognitive disabilities.

A total of 25 Theatre/Cultural Arts workshops will be held. Each workshop is one-hour long & includes a performance demonstration as part of each unit. See Project Activities for more.

Each site will receive 5 workshops. Each workshop will be taught by myself and one associate Artist.

This touring cultural arts residency is designed to increase access to the arts for children, teens & young adults with a broad range of disabilities in Broward County. The SNAP! YMCA workshops set the conditions for these participants w/ disabilities to find their strengths, gifts & talents in the arts; SNAP! facilitates individual successes in a setting that removes barriers & obstacles to successful participation.

At the core of SNAP! is the knowledge that each participant is fully able to experience successful & enjoyable participation in the arts, regardless of whatever disability they may have. SNAP! realizes that it is NOT a person's disability that can serve as a barrier to their participation in the arts, rather it is the structure, rules, methods or environment of an activity that creates the barrier. SNAP!, therefore, focuses on removing the barriers by providing the proper accommodations & modifications needed. SNAP! empowers students w/ disabilities who may find it difficult or frustrating to succeed in traditional "hands-on" arts activities, not because of their disability, but because the traditional programs offered are failing to meet their needs; The purpose of SNAP! is to spark these students' interest in the arts, build self-confidence & to facilitate successes in the arts. The life affirming joy & enrichment that comes from participation in the arts is for everyone, SNAP! seeks to ensure that students with disabilities are no exception.

SNAP! serves participants from ages 4 to 22, therefore each site's activities are highly customized and tailored for the participants being served (based on ages, disabilities & other factors); while the units may cover the same overarching cultural discipline, the actual

**workshops for a group of participants in their teens & 20's will be markedly different from a workshop serving participants ages 6-10.**

### **2.1. Project 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.**

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**SNAP! (Special Needs Arts Program) Aims to:**

- **Empower children, teens and young adults with diverse disabilities to achieve in the arts through hands-on exposure to theatre, music, dance, puppetry, circus skills, and more;**
- **Provide opportunities for financially underserved children, teens and young adults to participate in the cultural arts, in their own neighborhood settings, without any barriers traditionally presented by other means of cultural engagement-- fees, transportation, etc.;**
- **Expand the reach of SNAP through State of Florida grant support, allowing the program to serve more YMCA sites, and more participants;**
- **Create a lasting difference and positive impact in the lives of program participants, giving them increased self-esteem, fulfilment and the joy that comes from the skills and knowledge in the arts gained through participation.**

### **2.2. Project 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"**

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**In order to achieve the goals of the SNAP program, the following objectives will be met:**

- **Five (5) YMCA sites in Broward County will be served with the SNAP! program;**
- **No fewer than twenty-five (25) one-hour SNAP! workshops will be offered among the five (5) sites;**
- **The SNAP! program will serve no fewer than 100 participants through the course of the program.**
- **SNAP! will demonstrate through recorded artist evaluations at least a 90% participation rate for each workshop.**

- **SNAP! will demonstrate through recorded artist evaluations at least 90% participation satisfaction rate for each workshop.**
- **SNAP! participants will fall 100% into one or more of the following identifiers: people with disabilities, people from underserved and/or at risk communities.**

### **2.3. Project 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.**

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**Each YMCA Site will Receive the Following Cultural Arts Workshop Units:**

#### **Unit 1. Acting/Theatre**

**In this unit students will be introduced to the concept of live theatre through participation in improv based demonstrations facilitated by teaching artists.**

**Participants will learn about what it means to be an audience, actor preparation processes, simple elements of acting and directing, followed by hands-on opportunities for engagement.**

#### **Unit 2. Circus/Specialty Skills**

**In this unit participants are introduced to the world of specialty skills performing arts.**

**The lesson begins with teaching artists demonstrating each skill to be learned later in the lesson (juggling, plate spinning, poi and ribbon dancing.)**

**After each demonstration of each circus related skill, participants will each get individualized, hands on training and use of each item. Each activity is tailored to the individual being served. Modifiers are in place for each activity to ensure that every participant can successfully complete each activity.**

#### **Unit 3. Storytelling with Puppets**

**This unit teaches the basics of puppetry and story-telling.**

**The unit starts with the teaching artists demonstrating with a short story utilizing high-quality puppets. Participants are then lead through a group activity to identify the major parts of a simple story--beginning, middle, end.**

**After these group activities, participants are invited on stage to be part of the show as either puppeteer, storyteller or both!**

#### **Unit 4. Music/Dance**

**This unit introduces students to diverse music and dance traditions.**

**In this unit students will explore the way different kinds of music inform movement (dance).**

**Participants are invited up in groups to sing & dance along to some of their favorite songs as well as less familiar music. Those not on stage will comprise the audience of fans who will clap and cheer for their peers. This is a meaningful opportunity for participants to shine on stage and to gain a real sense of accomplishment in the arts--this section of the activity is a favorite among participants, YMCA staff & artists.**

#### **Unit 5. Showcase Day**

**This unit gives participants an opportunity to reengage with their favorite cultural artistic disciplines that were covered in the 4 prior units. Further, each participant is given an opportunity to be showcased on stage demonstrating their favorite artistic discipline in front of a cheering audience of family & friends.**

#### **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.**

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#### **PROJECT PARTNERS:**

##### **1. Youth Development Center at YMCA of South Florida Special Needs**

**900 SE 3rd Ft. Lauderdale 33316**

**Primary Contact: Alison Bregman-Rodriguez, Executive Director Special Needs Program**

**Phone: 954-687-0563**

**Email: [abregman-rodriquez@ymcabroward.org](mailto:abregman-rodriquez@ymcabroward.org)**

#### **ROLE/RESPONSIBILITIES OF PROJECT PARTNER:**

- 1. Oversee all aspects of the Facility space. Insures student attendance and oversees program progress.**
- 2. Provide facility.**
- 3. Provide 1-2 YMCA staff persons to assist each program.**
- 4. Provide participants, transport participants if required.**
- 5. Attend staff meetings with Larry Fields- Artist-in-Education.**
- 6. Attend staff meeting with artists.**
- 7. YMCA staff is responsible for overseeing student discipline.**
- 8. Works with Education Director to schedule program.**



**9. Work with collaborators on fulfilling program goals.**

**A formal agreement is in place. See support material for letter of support.**

**2. Fantasy Theatre Factory**

**6103 NW 7th Ave, Miami FL 33161.**

**Primary Contact: Evelyn Sullivan, Theater Manager**

**Phone: 305-284-88800 Ext. 464**

**Email: Evelyn@ftfshows.com**

**ROLE/RESPONSIBILITIES OF PROJECT PARTNER:**

**Provides in-kind support as follows:**

- 1. Provides access to sets, sound equipment, and other resources for presentation of workshops.**
- 2. Provides studio space for program rehearsals, planning meetings, trainings.**
- 3. Provides Artists with Liability Insurance for program activities.**

**3. Project/Program Evaluation (2000 characters)**

**Describe the expected outcomes of the project. How will you determine the success of the project?**

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**How Data is Collected for Evaluative Purposes:**

**Because this is a residency program serving participants with a broad range of disabilities and many of the participants may communicate non-verbally, or may not be able to write or form complete sentences, feedback from participants will be obtained in diverse and accessible ways to accommodate each participant, utilizing the following methods:**

**Audible/Verbal Indicators:**

**Laughter, spoken comments, clapping, cheering, etc. in relation to each activity. All the reactions will be recorded by Teaching Artists in SNAP! Workshop Journals.**

**Written Feedback:**

**Simple letters and drawings detailing their experiences will be sought from those participants who are capable of producing them. Also, a simple survey utilizing Smile Faces and Frown Faces will be used to gauge participant feelings toward the activities that they have just participated in.**

**Visual Cue Indicators:**

**Smiles, frowns, raised hands, participation, postures, eagerness or wariness toward project activities throughout the program's implementation will all be documented by Teaching Artists and recorded in SNAP! Workshop Journals.**

**Teaching Artists as well as YMCA on-site staff will record this feedback at various intervals during the workshop both during and after workshop completion.**

## 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?**

127

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

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25

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

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25

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

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50

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

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0

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

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75

## 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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2

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

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2

## 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
- Other racial/ethnic group

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

- Children/Youth (0-17 years)
- Young Adults (18-24 years)

### 7.3. Underserved/Distinct Groups: \*

- Individuals with Disabilities
- Individuals in Institutions
- Individuals below the Poverty Line
- Other underserved/distinct group

## 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.

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The entire SNAP! program will take place in Broward County, a minority majority county that is nearly 100% urban. Within this County, a majority of the YMCA sites to be served are housed within either Title I schools (program activities take place during afterschool hours), underserved and/or at-risk communities, or in standalone sites dedicated to serving populations with special needs.

The SNAP! program will serve an audience that is comprised 100% of children, teens and young adults with various disabilities including intellectual disabilities, ADHD, autism spectrum disorder, Asperger's, other sensory processing disorders, cerebral palsy, and other intellectual and physical disabilities. In addition to 100% of program participants having disabilities, a majority also either come from at-risk and/or low-income communities, or represent racial/ethnic minority populations, or are otherwise identified as members of underserved populations.

### 9. 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.

#### What Makes this Program Unique?:

SNAP! is a singularly unique program in Broward County, lead by skilled Artists-in-Education, the program provides high-quality performance demonstrations in the fields of acting, voice, movement, mime, and circus skills such as juggling, plate-spinning and more, followed by hands-on opportunities for participants with diverse disabilities to engage with those artforms at their own pace, and in-line with their own individual abilities.

SNAP! operates from the principal that all people deserve the joy and self-actualization that comes from successful participation in the cultural arts- This program aims to remove the kinds of barriers traditionally found for people with cognitive, intellectual and/or physical disabilities from achieving in the arts.

This program creates joy and instills in participants a sense of accomplishment and self-esteem as it educates. For these reasons SNAP! is a unique program in high-demand, very popular among both participants, staff and artists.

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

Broward

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

Broward

Miami-Dade

## **12. 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.**

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**SNAP! is a hands-on, in-person program. In 2020 the program was delivered virtually for the first time ever (and hopefully last) due to mandated site closures.**

**The program applied for here will be 100% in-person, in recognition of the unique nature of live, in-person programming, and the positive benefits it has on participants well-being and mental health. Simply put, virtual programming was a life-line when it was the only option, but it is no proper substitute for an in-person program. My program will always default to live, in-person instruction, and will only ever go virtual in those situations when it is the only option available to keep the program going. I do not anticipate that being the case moving forward, as COVID-19 moves from pandemic to endemic in our community.**

## **13. 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.**

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**The Special Needs Arts Program (SNAP!) serves 100 participants with diverse disabilities & special-needs (4-22 years old) at five YMCA sites in Broward County. Per YMCA information, there are a wide spectrum of identifiers for these students including intellectual disabilities, ADHD, autism spectrum disorder, Asperger's, other sensory processing disorders, cerebral palsy, and other intellectual and physical disabilities. There may be other health related and cognitive impairments.**

**In addition to the diverse and different disabilities each participant may have, all of the individuals served are identified as having limited access to the cultural arts. Some of the sites served are housed within Title I schools, denoting that a significant portion of the population is low-income.**

**SNAP!'s target audience does not have regular exposure to cultural arts participation in school or outside of school due to a combination of barriers including financial. Most program participants are unable to meaningfully participate in most of their school's arts programs due to the programs not being accommodating & accessible for them; SNAP! serves as one of the only substantial opportunities for cultural arts participation and enrichment all year for these students, where the activities are adapted to suit their individual needs, ensuring successful participation.**

**Additionally, most participants in the SNAP! target population are under-served with cultural arts opportunities outside of school due to financial factors, specifically, families not having the**

financial means to purchase tickets, or obtain transportation to cultural events, or families with no inclination or tradition of attending cultural events. Also, some of the participants' disabilities involving behavior are also seen as a barrier to outside participation (because of expected theater etiquette for example).

For all of these reasons, participants in SNAP! comprise a target audience that is especially under-served with cultural arts participation.

By creating a program specifically designed to meet these participants' needs, SNAP! creates a lasting positive impact in the lives of the participants, their families and the community. Children, teens and young adults with disabilities are given the ability to successfully engage with diverse cultural arts spanning theater, music, movement, mime, and even circus arts such as juggling, plate-spinning and more. This meaningful engagement creates joy in the communities it serves, and instills a sense of accomplishment and self-esteem in the program participants.

## 14. Marketing and Promotion

### 14.1. How are you marketing and promoting your organizations offerings? \*

- Brochures
- Collaborations
- Other

### 14.2. 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?

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The SNAP! program will be working in close coordination with YMCA of South Florida which employs a full-time marketing staff, who will work in partnership with me to disseminate the marketing materials I create for the program. The YMCA of South Florida, will also provide in-kind marketing support for the program to ensure all sites, participants and parents of participants are aware of the programming.

It is important to note that SNAP! serves YMCA sites with a built-in constituency of participants who are on-site daily, whether or not there is a special activity occurring. This will be the program's 8th year, each season we find participants to be enthusiastic and eager to participate. The thing we hear most frequently when we are leaving is "we hope you come back soon." There have been no issues recruiting or maintaining participants.

This year's application represents an exciting expansion of the program to serve more sites and participants than in previous iterations!

## 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](https://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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### **Venue Accessibility:**

All YMCA sites that SNAP! serves come equipped with all necessary accessibility features such as ramps, handrails, accessible restroom facilities, and other ADA accommodations. Because these sites are dedicated to serving people with disabilities, the accessibility features of each location typically extend far beyond the minimum standards required by the ADA and include additional equipment and dedicated, trained staff not typically found in other settings.

### **Expanding Accessibility:**

The entirety of the SNAP! program as outlined in this application is aimed at expanding accessibility and to making participation in the cultural arts more accessible for people with a diverse range of disabilities.

The entire program exists to extend the joy, self-esteem, and self actualization that comes from successful participation in the arts to a group of children, teens and young adults who face an array of obstacles from traditional avenues of participation.

By creating each unit with the individual participants in mind, and by tailoring each activity to their unique abilities, SNAP! ensures that its programming will be fully accessible and welcoming for each participant, creating moments of success and fulfillment in the arts for a group of people too often overlooked and underserved.

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

I created the Special Needs Arts Program (SNAP!) nearly 10 years ago to address what I saw as a deficit in cultural arts programs aimed at serving children, teens and young adults with disabilities in our community.

SNAP! exists entirely as an effort to achieving the goal of creating "programming for all," by addressing a group of people too often not included, left behind, or pushed to the margins.



**As theater artist on tour, early in my career, I frequently saw groups of children with special needs taken to the back of the auditorium during my performances, out of concern that their behavior may cause a distraction to the rest of the group enjoying the performance. It was in those moments that the genesis of SNAP! was formed. I set about to create a program specifically for those children, the ones sent to the back of the auditorium, and frequently taken out altogether. Rather than see them sent to the back, pushed further to the margins, I wanted to bring them front and center, to create a program specifically for them, that would be adaptable to fit their needs. That is why I created SNAP!**

**SNAP! allows the children, teens and young adults with disabilities who are traditionally excluded from the arts to fully engage, to experience the same joy and fulfillment that their typical peers get to experience from exposure to and participation in the cultural arts. This is the entire reason for the program- to expand access the arts for all.**

# G. Management and Operating Budget Page 7 of 12

## 1. Project Proposal (5000 characters)

Describe your ability to complete the proposed project. Include examples of successfully completed projects.

### Examples of Successfully Completed Projects:

As an Artist In Education for over 17 years, each season I produce over 600 events and 22 programs that reach over 135,000 children state-wide through my combined work as an individual artist and my work with Fantasy Theatre Factory. Below is a partial list of my previous projects. I have only included projects that I have either written, designed, created, and/or administered AND that are somewhat similar in scope to what I am proposing with SNAP.

### Special Needs Arts Program (SNAP!):

Dates: 2013-2024. Program activities occur afterschool hours in the months of March 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2023, 2024. (Funding secured through 2024). On-going (pending funding for FY 2025).

Locations Served To Date: 10 Broward YMCA Sites for Special Needs Students: Atlantic West Elementary 301 NW 69th Terrace, Margate, FL 33063, Pinewood Elementary School 1600 SW 83<sup>rd</sup> Ave, North Lauderdale, FL 33068, David Park 108 N. 33<sup>rd</sup> Ct, Hollywood, FL 33021. Park Spring Elementary 5800 NW 66 Terrace, Coral Springs, FL 33067, Silver Lakes Elementary 2300 SW 173rd Ave, Miramar FL, 33029, Maplewood Elementary 9850 Ramblewood Drive, Coral Springs FL 33071, Silver Ridge Elementary School, 9100 Southwest 36th Street, Davie, FL 33328, Cypress Hammock Park, Coral Springs Drive, Coral Springs, FL 33071. Hollywood Park Elementary 901 N 69th Way, Hollywood, FL 33024. Oakland Park Elementary 936 NE 33rd St, Fort Lauderdale, FL 33334

For each season I serve five YMCA sites, a majority of which serve low income students.

In this signature residency program, each site receives 5 customized workshops, for a total of 25 workshops offered each season.

I hire, train and rehearse artists-in-education to assist me in the implementation of each workshop. All instructors are Level II background checked, and are working professional artists.

The workshop activities include units on theatre (acting), puppetry, music (song & dance), circus skills (plate spinning, juggling), and a variety showcase day where students choose from among the artistic disciplines learned about during the program to present a mini performance at the culmination of the session.

The SNAP! program serves students with: intellectual disabilities including but not limited to autism spectrum disorder, ADHD, sensory processing disorders, vision and/or hearing impairment, and other cognitive and/or physical disabilities.

The program is a collaboration among the YMCA of South Florida, Fantasy Theatre Factory, the Broward County Cultural Division and the State of Florida Division of Arts and Culture.

**Bringing Books to Children (BB2C) at Broward County Public Schools:**

**Dates: 2009-2024 (Funding secured through 2025). On-going.**

**Location: 20 Broward County Title I Public Elementary Schools each season.**

**Bringing Books to Children is a reading readiness theatre and specialized workshop program for Broward School children in grades Pre-K – 1st Grade. I apply for, design, create, conceptualize, direct and then over-see every aspect of this multi-faceted literacy program for early childhood development.**

**The BB2C program brings a free, first theatre experience to elementary school and pre-school children and then ties that positive experience into a reading readiness workshop that reinforces the themes covered in the play the children have just attended.**

**After the reading readiness workshop, every child receives a free book from a story covered in the play to take home, furthering the effectiveness of the program.**

**BB2C serves over 5,000 school children in 20 Broward Public Elementary Schools. BB2C is a collaborative partnership among the Jim Moran Foundation, C-QuELL Family Central, the Broward County School Board: Office of student activities, The Broward County Department of Cultural Affairs and Fantasy Theatre Factory. We manage a yearly budget of \$60,000 for this program.**

**Pembroke Pines Summer Drama Camp:**

**Dates: 2007-2009**

**Location: River of Grass Arts Park located at 17195 Sheridan Street, Building U, Pembroke Pines, FL 33331.**

**In 2009, I was the lead instructor and project coordinator for the Drama division of the Summer Camp held at Pembroke Pines River of Grass Arts Park in coordination with Fantasy Theatre Factory. The program met in two 4 week sessions, during which I time I oversaw 2 assistant teaching artists, 4 volunteers, and 30 summer campers ages 7-15 in each session. I designed all lesson plans, led all drama related activities, directed the main stage plays, and handled all logistics of implementing program.**

**Various One Day – One Week Theatre Arts Workshop Residencies:**

**Dates: 2006-2024 (On-Going).**

**Locations: (Partial List) The Cushman School (592 NE 60th St Miami, FL 33137), University of Miami Theatre Workshops for Quantum Theatre Group (1330 Miller Drive, Suite 206 Student Activities Center Coral Gables, FL 33146), Miami Children's museum (980 MacArthur Causeway Miami, FL 33132), Nova Southeastern University Kids and Teens Series workshop series (3301 College Ave Fort Lauderdale, FL 33314), Nautilus Middle (4301 North Michigan Avenue Miami Beach, FL 33140), City of Miami Gardens Parks and Rec (18800 NW 28th Pl Miami Gardens, FL 33056), and Shake-A-Leg (2620 South Bayshore Drive Miami, FL 33133).**

**From 2006 to the present, I have created, designed, taught, and administered workshop series that are created to fit the needs of the client requesting services. Constituencies include: General population and special needs elementary, middle and high school students, at-risk populations, mental health centers, etc. Past workshop themes have included Shakespeare, Movement, Voice, Character Study, Improvisation and Circus Arts.**

# 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](https://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 Administrator: Larry Fields	\$0	\$0	\$2,500	\$2,500
<b>Totals:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$2,500</b>	<b>\$2,500</b>

### 2.2. Personnel: Programmatic \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Creation of Lesson Plans, Planning Meetings, Creation of All Materials: Larry Fields	\$0	\$0	\$2,250	\$2,250
<b>Totals:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$2,250</b>	<b>\$2,250</b>

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

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	All Technical Planning, Configurations, Collaboration with Each Space for Tech Needs: Rommel Arellan Marinas	\$0	\$0	\$2,250	\$2,250
<b>Totals:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$2,250</b>	<b>\$2,250</b>

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

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Lead Artist-in-Education for 25 SNAP! Workshops: Larry Fields	\$13,750	\$0	\$0	\$13,750
2	Associate Artist-in-Education for 25 SNAP! Workshops: Rommel Arellan Marinas	\$11,250	\$0	\$0	\$11,250
<b>Totals:</b>		<b>\$25,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$25,000</b>

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

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Props, sets, sound equipment rentals and logistical support: Fantasy Theatre Factory	\$0	\$0	\$10,000	\$10,000
<b>Totals:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$20,000</b>	<b>\$20,000</b>

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
2	YMCA of South Florida Logistical Support, Dedicated Staff, Planning, Etc.	\$0	\$0	\$10,000	\$10,000
<b>Totals:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$20,000</b>	<b>\$20,000</b>

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

#	Description	Cash Match	In-Kind Match	Total
1	Studio Space for Rehearsals, Planning: Fantasy Theatre Factory	\$0	\$10,000	\$10,000
<b>Totals:</b>		<b>\$0</b>	<b>\$10,000</b>	<b>\$10,000</b>

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

#	Description	Cash Match	In-Kind Match	Total
1	Travel to YMCA sites: Larry Fields	\$0	\$250	\$250
2	Travel to YMCA Sites: Rommel Arellan Marinas	\$0	\$250	\$250
<b>Totals:</b>		<b>\$0</b>	<b>\$500</b>	<b>\$500</b>

#### 2.8. Marketing \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	YMCA of South Florida Internal Marketing to Constituents	\$0	\$0	\$2,500	\$2,500
2	Creation of Marketing Materials, distribution to partners: Larry Fields	\$0	\$0	\$2,500	\$2,500
<b>Totals:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$5,000</b>	<b>\$5,000</b>

#### 2.9. Remaining Proposal Expenses \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	In-Kind Liability Insurance Additionally Insured Coverage: Fantasy Theatre Factory	\$0	\$0	\$2,500	\$2,500
<b>Totals:</b>		<b>\$0</b>	<b>\$0</b>	<b>\$2,500</b>	<b>\$2,500</b>

**2.10. Amount of Grant Funding Requested:**

\$25,000

**2.11. Cash Match:****2.12. In-Kind Match:**

\$45,000

**2.13. Match Amount:**

\$45,000

**2.14. Total Project Cost:**

\$70,000

**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 \*****3.3. Revenue: Other \*****3.4. Private Support: Corporate \*****3.5. Private Support: Foundation \*****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:****\$70,000****3.12. Proposal Budget at a Glance**

Line	Item	Expenses	Income	%
A.	Request Amount	\$25,000	\$25,000	36%
B.	Cash Match	\$0	\$0	0%
	<b>Total Cash</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>36%</b>
C.	In-Kind	\$45,000	\$45,000	64%
	<b>Total Proposal Budget</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>100%</b>

**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.

Panelists will note that the entirety of the matching budget for this program is constituted of in-kind match. This is why no cash match is shown, which is permissible under the individual artist on tour program category. The program receives significant and valuable in-kind resources from Fantasy Theatre Factory, the YMCA and from myself and associate artist, Rommel Arellan Marinas.



# 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)
Substitute W-9 Form.pdf	34 [KB]	6/21/2023 12:23:10 AM	<a href="#">View file</a>

### 1.2. Resumes of Significant Personnel

File Name	File Size	Uploaded On	View (opens in new window)
Resume of Significant Personnel.pdf	600 [KB]	6/21/2023 12:23:24 AM	<a href="#">View file</a>

### 1.3. List of Recent Tours

File Name	File Size	Uploaded On	View (opens in new window)
List of Recent Tours.pdf	115 [KB]	6/21/2023 12:23:37 AM	View file

#### 1.4. Standard Contract

File Name	File Size	Uploaded On	View (opens in new window)
Standard Contract.pdf	230 [KB]	6/21/2023 12:23:56 AM	View file

#### 1.5. Promotional Materials/Press Kit

File Name	File Size	Uploaded On	View (opens in new window)
Promotional Materials Press Kit.pdf	23488 [KB]	6/21/2023 12:24:19 AM	View file

#### 1.6. Florida Residency Documentation

File Name	File Size	Uploaded On	View (opens in new window)
Florida Residency Documentation.pdf	195 [KB]	6/21/2023 12:38:03 AM	View file

## 2. Support materials (required)\*

File	Title	Description	Size	Type	View (opens in new window)
Support Materials Images from SNAP!.pdf	Support Materials Images from SNAP!	This document contains images of the SNAP! program in action over the past few years.	7917 [KB]		View file
Support Materials Letter of Support.pdf	Support Materials YMCA Letter of Support	This document is a current letter of support demonstrating the partnership between myself and the YMCA of South Florida.	103 [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 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 Larry Fields 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)

Larry Gene Fields II

