

# VSA Florida, Inc.

**Project Title:** General Program Support 2019-2020

**Grant Number:** 20.c.ps.600.040

**Date Submitted:** Monday, May 14, 2018

## A. Cover Page Page 1 of 10

### Guidelines

Please read the current Guidelines prior to starting the application: 2019-2020 General Program Support Grant Guidelines

### Application Type

**Proposal Type:** State Service Organization

**Funding Category:** N/A

**Discipline:** N/A

**Proposal Title:** General Program Support 2019-2020

## B. Contacts (Applicant Information) Page 2 of 10

### Applicant Information

- a. **Organization Name:** VSA Florida, Inc. 
- b. **FEID:** 59-2758321
- c. **Phone number:** 813.974.0721
- d. **Principal Address:** 4202 E. Fowler Avenue, EDU105 Tampa, 33620-5650
- e. **Mailing Address:** 4202 E. Fowler Avenue, EDU105 Tampa, 33620-5650
- f. **Website:** [www.vsafll.org](http://www.vsafll.org)
- g. **Organization Type:** Nonprofit Organization
- h. **Organization Category:** Other
- i. **County:** Hillsborough
- j. **DUNS number:** 008112398

### 1. Grant Contact \*

**First Name**

Jennifer

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### 2. Additional Contact \*

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**3. Authorized Official \***

**First Name**

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**Last Name**

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jsabo@usf.edu

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

**Applicant Status**

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Organization - Nonprofit

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**Institution Type**

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Arts Service Organization

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**Applicant Discipline**

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Multidisciplinary

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**5. Department Name**

## C. Eligibility Page 3 of 10

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

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

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

- Yes (required for eligibility)
- No

### 3. Do proposed activities occur between 7/1/2019 - 6/30/2020? \*

- Yes (required for eligibility)
- No

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

- Less than 1 year
- 1-2 years
- 3 or more years (required minimum to request more than \$50,000 in GPS)

### 5. Do applicant's services and activities reach at least 40 Florida counties?\*

- Yes
- No

# D. Excellence Page 4 of 10

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

The mission of VSA Florida (VSAFL) is to provide, support and champion arts education and cultural experiences for and by people with disabilities. 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. Proposal Description

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

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

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

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

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

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For over 37 years, VSA Florida has provided arts programs throughout the state of Florida in our goal to create a world in which the arts are universally accessible, where:

- Every person with a disability has access to high quality arts learning experiences and cultural facilities.
- All art educators are prepared to include people with disabilities in their instruction.
- All individuals with disabilities who aspire to careers in the arts have the opportunity to develop appropriate skills.

The 2019-2020 State Service Organization funding will support at least 241 programs directly serving over 60,000 people with and without disabilities across the state.

- **VSAFL will conduct at least 150 artist in residence programs**, which provide professionally trained teaching artists to lead multi-week art learning experiences for students with disabilities. The program includes both the visual and performing arts and is conducted in self-contained or inclusive classrooms and Department of Juvenile Justice facilities. The overarching goal of the program is to increase access to art learning experiences and the associated critical thinking and social learning benefits for students with disabilities, as well as provide a venue for students to express themselves creatively in appropriate ways. At least two artist in residence programs are offered to each county and classrooms are selected by the District's Exceptional Student Education (ESE) Director. Measurable objectives include increasing students' artistic skills, self-expression, creative thinking,

communication, and ability to work collaboratively, and at least 85% of classroom teachers will report student increases in these areas.

- **VSAFL will conduct at least 22 professional development workshops and webinars for teachers, teaching artists, and cultural arts organizations.** In-person workshops are requested by school districts or cultural organizations and are provided first to low performing school districts and then on a first come, first serve basis. Webinars are open to all arts professionals. All professional development programs focus on providing information on accommodations and strategies for including people with disabilities in arts education and cultural experiences. Measurable objectives include increasing participants' knowledge and skills regarding accommodations and inclusion strategies and at least 80% of participants will report increases immediately following the training. In addition, at least 75% of survey respondents will report that the training helped them in developing or implementing accommodations for people with disabilities in our end-of-year follow-up survey. A description of recent professional development workshops and webinars is included in the support materials.
  
- **VSAFL will recognize excellent work by student artists through two statewide recognition programs.** The measurable objectives for both of these programs includes increasing students' self-esteem and having them continue in their art form, with at least 75% of parents reporting students are continuing to pursue art.
  - The Student of the Month Program recognizes outstanding artistry, personal growth, and leadership in the arts for students with disabilities. Two students per month are selected throughout the school year.
  - The Florida Young Soloist Program recognizes talented teen musicians who have a disability through an adjudicated statewide program. Two winners are selected annually.
  
- **VSAFL will continue partnerships with at least 15 cultural organizations on disability-friendly arts experiences,** including student exhibitions and performances, sensory-friendly events, and a large performance and outreach program in October that highlights internationally-known performing artists with disabilities. For 2019-2020, we anticipate featuring "Extraordinary Bodies", the United Kingdom's leading professional, fully integrated circus arts company, whose performances combine aerial theater and movement. Extraordinary Bodies will conduct community workshops and perform their show "Delicate" for both schools and the general public in Tampa and one or two other cities as part of our "From Backstage to Center Stage" program. "Delicate" is an unlikely collaboration between actor and director Jamie Beddard and aerial circus performer Aislinn Mulligan. Together they will explore a journey of ageing and disability through non-verbal storytelling and aerial circus. "Delicate" crosses the divide between disabled and non-disabled, theater and circus, gender and age. Measurable objectives include increasing the number of accessible cultural opportunities and the number of performances/exhibitions by artists with disabilities.
  
- **VSAFL will provide art programs for adults with disabilities that increase access to art experiences, and provide resources to pursue the arts as a paid career.** VSAFL manages an Artist Registry to market and promote the work of artists with disabilities, coordinates exhibitions that showcase artists with disabilities, and offers professional development opportunities that aim to increase artists' knowledge and skills in the business of art. For 2019-2020, at least four new artists

will be added to the Artist Registry, four exhibitions will be coordinated with at least two pieces of art sold at each, and two professional development opportunities will be conducted.

- **VSAFL will conduct at least 50 outreach activities throughout the state that reinforce the importance of the arts in the lives of people with disabilities.** These events involve the whole family and include camps, community art classes, festivals, art activities at Special Olympics' events, and more.

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

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

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

- VSAFL is housed in the College of Education at the University of South Florida and frequently partners with other departments on campus to develop and implement programs, including the College of the Arts (COTA) and Students with Disabilities Services (SDS). COTA provides space and technical assistance on programs and two professors from COTA are on our Board. SDS provides accessibility accommodations, marketing, and funding for programs.
- VSAFL is a discretionary project of the Florida Department of Education, Bureau of Exceptional Education and Student Services, and partners with other discretionary projects on programs and trainings, including the Center for Autism & Related Disabilities (CARD), Special Olympics, and Family Café.
- VSAFL also partners with the Department of Juvenile Justice (DJJ) to provide arts programs in juvenile justice facilities. The DJJ provides technical assistance and funding for these programs.
- In addition, VSAFL partners with a wide variety of arts organizations to provide trainings, exhibitions, performances, community arts classes, and more. Partners include: The Adrienne Arsht Center for the Performing Arts, the Appleton Museum of Art, the Broward Center for the Performing Arts, the Cathedral Arts Project, the Cummer Museum of Art, the Florida Orchestra, HistoryMiami, the King Center for the Performing Arts, the Miami-Dade Department of Cultural Affairs, the Tampa Museum of Art, the University of South Florida's Contemporary Art Museum, and many more.

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

List timeline of activities during the grant period.

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July

- Camps

August

- Residency request forms sent to ESE Directors

## September

- Two webinars for teachers
- Two Student of the Month (SOTM) winners selected
- One webinar for artists with disabilities

## October

- Request forms due for fall residencies
- Fall residencies start
- Two webinars for teachers
- Two SOTM winners selected
- Florida Young Soloist winners perform at the Florida Orchestra's "Concert in the Park"
- "From Backstage to Center Stage with Extraordinary Bodies" performances and outreach

## November

- Request forms due for spring residencies
- Two webinars for teachers
- Two SOTM winners selected

## December

- Student performances and exhibitions
- Fall residencies end; evaluations completed
- Two SOTM winners selected

## January

- Two webinars for teachers
- Two SOTM winners selected
- Florida Young Soloist applications due

## February

- Spring residencies start
- Two webinars for teachers
- Two SOTM winners selected
- One webinar for artists with disabilities

## March

- Two webinars for teachers

- Two SOTM winners selected
- Florida Young Soloist winners announced

#### April

- Two SOTM winners selected

#### May

- Student performances and exhibitions
- Spring residencies end; evaluations completed
- Two SOTM winners selected

#### June

- Program year evaluation

#### As requested during the year:

- In-person trainings
- Sensory-friendly programs
- Art classes
- Festivals
- Performances
- Exhibitions

# E. Impact Page 5 of 10

## Instructions

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

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

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

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241

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

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1,418

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

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24,700

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

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10,000

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

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20,000

### 6. How many artists will be directly involved? \*

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300

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

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

- Children/Youth (0-18 years)
- Young Adults (19-24 years)
- Adults (25- 64 years)

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

- Black/African American
- Hispanic/Latino
- White

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

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

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Many of our programs are multi-day or multi-week experiences, including the residency program (8 or 10 weeks), summer camps (5 days), community art classes (4-6 weeks), and more. We also impact an estimated 20,000 students indirectly each year through our professional development programs. This number is determined using data on sign-in sheets and is not included in the impact numbers above.

**10. In what counties will the project/program actually take place? \***

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

- Alachua
- Baker
- Bay
- Bradford
- Brevard
- Broward
- Calhoun
- Charlotte
- Citrus
- Clay
- Collier
- Columbia

- DeSoto
- Dixie
- Duval
- Escambia
- Flagler
- Franklin
- Gadsden
- Gilchrist
- Glades
- Gulf
- Hamilton
- Hardee
- Hendry
- Hernando
- Highlands
- Hillsborough
- Holmes
- Indian River
- Jackson
- Jefferson
- Lafayette
- Lake
- Lee
- Leon
- Levy
- Liberty
- Madison
- Manatee
- Marion
- Martin
- Miami-Dade
- Monroe
- Nassau
- Okaloosa
- Okeechobee
- Orange
- Osceola
- Palm Beach
- Pasco
- Pinellas
- Polk
- Putnam
- Santa Rosa
- Sarasota
- Seminole
- St. Johns
- St. Lucie
- Sumter
- Suwannee

- Taylor
- Union
- Volusia
- Wakulla
- Walton
- Washington

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

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

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

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

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In 2016-2017, VSAFL conducted 494 programs serving over 55,600 people in 64 counties. Nearly all programs are educational and impact individuals of all ages and abilities. Please see the "Baseline Data" document included in the support materials for detailed information on the impact of our youth and professional development programs.

- VSAFL provides art education programs for students with disabilities to increase access to high quality art experiences and their associated academic and social benefits. Thus far in 2017-2018, 88% of teachers felt the art activities helped students express themselves in new ways and increase their creative thinking and use of imagination and 85.7% felt the activities increased students' communication and/or verbal expression.
- VSAFL conducts professional development programs for teachers, teaching artists, and cultural organizations to enable them to include people of all abilities in art activities and to ensure facilities are accessible to all guests. Thus far in 2017-2018, 90% of participants ranked the training a 4 or above (out of 6) on increasing their knowledge. According to end-of-year follow-up surveys, 84% of participants felt the training helped them in developing or implementing accommodations for people with disabilities and 79% felt the training helped them in planning accessible lessons and programs.
- VSAFL recognizes exemplary work by student artists with disabilities through the Florida Young Soloist 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: "Hailey was thrilled to win...The award has improved her self-esteem and validated for her that her hard work was being recognized."
- VSAFL conducts events and classes that involve the whole family, including camps, community art classes, and festivals. A parent of a child in camp wrote, "It has been a joy to have a camp so close to my house that my daughter looked forward to each day. It was a relief to feel that she was in an environment that understood and accepted her."
- VSAFL promotes the accomplishments of adult artists with disabilities through our Artist Registry, exhibitions, and performances, and ensures that artists with disabilities are seen as positive role models to students and the community.

As a State Service Organization, VSAFL conducts programs in almost every county and therefore has an economic impact across the state. VSAFL impacts Florida's economy in four ways.

1. VSAFL directly pays creative industry workers. In 2016-2017, VSAFL paid \$495,250 or 69% of our annual budget, to artists, performers, and staff. VSAFL contracted 83 teaching artists for programs. We pay artists an equitable rate and do not ask for donations of time or art.
2. VSAFL provides artists opportunities to sell their artwork during exhibitions, and recommends performing artists for paying gigs.
3. VSAFL provides teachers, artists, and cultural organization staff new skills through professional development programs to increase their future employability. Thus far in 2017-2018, 467 arts educators, who serve 57 different counties, attended 33 trainings focused on increasing their skills for working with people with disabilities.
4. VSAFL helps cultural organizations increase their accessibility through technical assistance and trainings, which in turn opens their services to new audiences and income.

All four of these components are included in the 2019-2020 proposal and we anticipate similar numbers.

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

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

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VSAFL has two main sources to connect with our constituents: e-newsletters and social media. The monthly e-newsletter, which goes to 10,199 recipients, highlights programs statewide and contains content for parents of students with disabilities, teachers, and the general public. APROPOS, an e-newsletter for members of the Artist Registry, highlights artists' accomplishments, provides information on opportunities for exhibitions or performances, and includes professional development resources. VSAFL supports a part-time Social Media Coordinator who manages our Facebook, Twitter, Pinterest, Instagram, and YouTube accounts. Our Facebook reach (1,432 followers), likes, comments, and shares have consistently been growing, as has our Twitter presence (699 following). In the past month, VSAFL has relaunched our Pinterest site with numerous new boards filled with art activities for families with children of all abilities (<http://www.pinterest.com/VSAFloridaEDU>). All of these tools lead people to our website ([www.vsafll.org](http://www.vsafll.org)) for additional information and for program registration. The website provides updates on opportunities statewide, resources on strategies for inclusion for teaching artists and cultural organizations, and information for parents and the general public on arts and disability-related issues. VSAFL annual reports, newsletters, and webinars are also available through the website.

In addition to digital communications, VSAFL 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 Soloist. VSAFL also creates and distributes collateral materials, including an Annual Report, Impact Report, program flyers and more. All VSAFL collateral materials contain appropriate disability symbols and funder logos.

VSAFL has a three-pronged approach to audience development and expansion. One of our main social media objectives is to introduce new people to our programs and impact. VSAFL also participates in numerous outreach events and festivals across the state, providing information about VSAFL programs as well as hands-on activities. Our goal for 2019-2020 is to attend at least two major festivals in each of our five regions. Finally, although we are a statewide organization, we frequently have programs that serve a particular city or county. In these cases, we partner with local organizations to assist with marketing the events to their constituents.

VSA Florida is excited to currently be rebranding our organization. "What does VSA stand for?" is the number one question our staff and Board receive. Unfortunately, our current name says nothing about our mission, vision, or programs. Based on our name, you know we work in Florida...but not what we do. VSAFL has recently received a local grant to contract a marketing firm to oversee changing VSA Florida's name, along with an associated rebranding and review of our messaging platform. VSAFL's ultimate goal for the name change and rebranding is to increase our organization's brand recognition across the state, while continuing our reputation as an excellent provider of accessible and inclusive arts programming and training. Through this increase in brand recognition, we hope to increase attendance in our community art classes, increase family attendance at our large public performances, and increase the number of cultural arts organizations that request training for their staff and volunteers. Our goal is to select a new name by August 2018 and to co-brand the organization for at least one year, before fully dropping the VSA Florida name.

# F. Management and Operating Budget Page 6 of 10

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

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

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VSAFL has no debt and over a year of operating capital in savings. VSAFL is 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 staff salaries. This allows us to focus our development efforts on seeking funding specifically to support program expenses. VSAFL writes numerous grants each year to fund program expenses.

In alignment with our three-year strategic plan, VSAFL continues to seek new revenue streams like service contracts and fee-based programs. This helps us ensure financial stability and guarantee programs continue after grant funding. Our service contracts with VSA at the Kennedy Center vary annually but generally fund about 20 artist in residence programs. Our service contract with the Department of Juvenile Justice funds approximately 20 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. Finally, individual school districts contract VSAFL to provide extended-length or an increased number of residency programs in their county. VSAFL has also developed a number of fee-for-service programs, including specific artist in residence programs paid by individual organizations, camps, community art classes, and performances. VSAFL has sold out all five sessions of our summer camp "Animation Gets Real" and is hosting two more camps this summer (one in Tampa and one in Miami). Thus far in 2017-2018, VSAFL has conducted 21 different community art classes across the state and participants pay a small fee to support these programs.

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

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

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VSAFL includes evaluation in all programs. The Executive Director reviews the effectiveness of programs quarterly and recommends adjustments for the current year.

**Artist in residence program:** All residencies use three formal evaluation tools:

1. Ongoing written teaching artist assessment of learning
2. Final evaluation by the classroom teacher/site
3. Final evaluation by the teaching artist

Classroom teacher/site 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. Approximately 10% of residencies are observed by staff. The Executive Director and Director of Education review evaluation data to track student learning, uncover issues, and develop appropriate training sessions.

**Professional development programs:** Participants complete a survey that includes questions looking at new knowledge and skills as well as anticipated use of the material in the workplace. In 2017-2018, VSAFL began using a pre/post test for our new five-hour “Inclusive Practices in the Arts” training. VSAFL also sends a survey to participants in April asking how they implemented what they learned in the training and how it affected outcomes and/or programs.

**Community and adult programs:** VSAFL staff or teaching artists use our outreach evaluation form to record the number of participants, note immediate outcomes on participants, and provide suggestions for future events.

**Exemplary Student programs:** VSAFL sends a survey to parents of winners once a year in April, asking about the impact the award had on the student, if their student continues to create art, if they have continued their art education, and if they have received any art awards or employment in the arts.

Additional information and examples of our evaluation tools can be found in the support materials, including the “Baseline Data” document, teaching artist and classroom teacher/site residency evaluations, and the pre/post training test.

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

6/30/2017

### 4. Operating Budget Summary

<b>Expenses</b>	<b>Previous Fiscal Year</b>	<b>Current Fiscal Year</b>	<b>Next Fiscal Year</b>
1. Personnel: Administrative	<b>\$7,497</b>	<b>\$8,500</b>	<b>\$8,500</b>
2. Personnel: Programmatic	<b>\$303,457</b>	<b>\$311,773</b>	<b>\$304,012</b>
3. Personnel: Technical/Production			
4. Outside Fees and Services: Programmatic	<b>\$197,687</b>	<b>\$204,125</b>	<b>\$201,565</b>

5.	Outside Fees and Services: Other	\$1,700	\$1,700	\$1,700
6.	Space Rental, Rent or Mortgage	\$8,023	\$5,260	\$5,500
7.	Travel	\$64,883	\$39,873	\$50,000
8.	Marketing	\$11,738	\$15,485	\$10,200
9.	Remaining Operating Expenses	\$125,589	\$61,595	\$92,193
<b>A.</b>	<b>Total Cash Expenses</b>	<b>\$720,574</b>	<b>\$648,311</b>	<b>\$673,670</b>
<b>B.</b>	<b>In-kind Contributions</b>	<b>\$2,365</b>	<b>\$4,104</b>	<b>\$10,000</b>
<b>C.</b>	<b>Total Operating Expenses</b>	<b>\$722,939</b>	<b>\$652,415</b>	<b>\$683,670</b>
	<b>Income</b>	<b>Previous Fiscal Year</b>	<b>Current Fiscal Year</b>	<b>Next Fiscal Year</b>
10.	Revenue: Admissions			
11.	Revenue: Contracted Services	\$137,141	\$161,462	\$160,000
12.	Revenue: Other	\$63,229	\$27,000	\$28,350
13.	Private Support: Corporate	\$4,350	\$10,400	\$10,920
14.	Private Support: Foundation	\$16,000	\$14,465	\$15,188
15.	Private Support: Other	\$36,403	\$44,891	\$47,135
16.	Government Support: Federal	\$362,138	\$344,000	\$344,000
17.	Government Support: State/Regional	\$94,353	\$54,772	\$13,700
18.	Government Support: Local/County	\$8,498	\$5,535	\$5,535

19. Applicant Cash			<b>\$9,598</b>
<b>D. Total Cash Income</b>	<b>\$722,112</b>	<b>\$662,525</b>	<b>\$634,426</b>
<b>B. In-kind Contributions</b>	<b>\$2,365</b>	<b>\$4,104</b>	<b>\$10,000</b>
<b>E. Total Operating Income</b>	<b>\$724,477</b>	<b>\$666,629</b>	<b>\$644,426</b>

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

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

**Travel and Remaining Operating Expenses-** Last year, VSAFL hosted a large event bringing dancers from around the world, which increased our travel costs and remaining operating expenses.

**Revenue: Other and Remaining Operating Expenses-** VSAFL had a contract to provide programs to an adult day center. This contract has ended.

**In-Kind Contributions-** VSAFL has a large in-kind marketing donation for next year and has had an increase in volunteers.

VSAFL anticipates a deficit in the next fiscal year due to the decrease in DCA funding compared to previous years.

## 6. Paid Staff

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

## 7. Hours \*

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

# G. Management and Proposal Budget Page 7 of 10

## 1. Rural Economic Development Initiative (REDI) Waiver \*

Yes

No

## 2. Proposal Budget Expenses:

Detail estimated proposal expenses in the budget categories listed below. Include only expenses that specifically related to the proposal. You can find a list of non-allowable and match only expenses at <http://dos.florida-arts.org/grants/guidelines/2017-2018.gps.guidelines.cfm#budget>.

### Personnel: Administrative \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Executive Director	\$0	\$5,000	\$0	\$5,000
2	Chief Finance Officer	\$0	\$3,500	\$0	\$3,500
<b>Totals:</b>		<b>\$0</b>	<b>\$8,500</b>	<b>\$0</b>	<b>\$8,500</b>

### Personnel: Programmatic \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Executive Director	\$0	\$30,000	\$0	\$30,000
2	Chief Finance Officer	\$0	\$10,000	\$0	\$10,000
3	Director of Programs	\$0	\$26,000	\$0	\$26,000
4	Director of Education	\$0	\$38,000	\$0	\$38,000
5	Staff Assistant	\$0	\$12,000	\$0	\$12,000
6	110 teaching artists for residency programs - (110 x \$425) plus 12% fringe rate to include workers comp, FICA, payroll taxes	\$52,360	\$0	\$0	\$52,360
<b>Totals:</b>		<b>\$115,229</b>	<b>\$137,280</b>	<b>\$4,104</b>	<b>\$256,613</b>

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
7	20 teaching artists for residency program at DJJ facilities (\$525 x 20) plus 12% fringe rate.	\$0	\$11,760	\$0	\$11,760
8	Artists for outreach events to include festivals, adult programs, Special Olympics and other events plus 12% fringe rate.	\$11,200	\$0	\$0	\$11,200
9	Consultants to adjudicate Young Soloist applications.	\$300	\$0	\$0	\$300
10	5 Regional Program Coordinators (5 x \$16.03/hr x 70 hrs) plus 12% fringe rate).	\$6,272	\$0	\$0	\$6,272
11	Social Media Coordinator (0.25 FTE x \$15.45/hr plus 12% fringe)	\$8,998	\$0	\$0	\$8,998
12	Adult Program Coordinator (0.20 FTE x \$20.60/hr plus 12% fringe).	\$9,599	\$0	\$0	\$9,599
13	Volunteers to work with students with disabilities in summer camps - 170 volunteer hours x \$24.14	\$0	\$0	\$4,104	\$4,104
14	20 teaching artists for artist residency programs (20 x \$425) plus 12% fringe	\$0	\$9,520	\$0	\$9,520
15	Teachers for Animation Camp in Tampa and Miami	\$5,000	\$0	\$0	\$5,000
16	Artist fees for performers for October Event (Extraordinary Bodies)	\$20,000	\$0	\$0	\$20,000
17	Presenters for Professional Development webinars	\$1,500	\$0	\$0	\$1,500
<b>Totals:</b>		<b>\$115,229</b>	<b>\$137,280</b>	<b>\$4,104</b>	<b>\$256,613</b>

**Personnel: Technical/Production \***

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
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#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Technical costs for October Event	\$4,000	\$0	\$0	\$4,000
2	Photographer for October Event	\$500	\$0	\$0	\$500
3	Access Accommodations for October Event	\$3,000	\$0	\$0	\$3,000
<b>Totals:</b>		<b>\$7,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$7,500</b>

### Outside Fees and Services: Programmatic \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Background checks for teaching artists	\$2,750	\$0	\$0	\$2,750
2	Support for affiliate programs such as accessible art festivals and programs.	\$5,000	\$0	\$0	\$5,000
3	Printing costs for exhibitions and professional development programs	\$3,500	\$0	\$0	\$3,500
<b>Totals:</b>		<b>\$11,250</b>	<b>\$0</b>	<b>\$0</b>	<b>\$11,250</b>

### Travel (match only) \*

#	Description	Cash Match	In-Kind Match	Total
1	Artist travel to residency sites	\$7,500	\$0	\$7,500
<b>Totals:</b>		<b>\$7,500</b>	<b>\$0</b>	<b>\$7,500</b>

### Remaining Proposal Expenses \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Adaptive art supplies for residency and outreach programs	\$6,416	\$0	\$0	\$6,416
2	Postage and shipping to ship artwork and information for outreach events across the state	\$1,500	\$0	\$0	\$1,500
<b>Totals:</b>		<b>\$10,916</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,916</b>

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
3	Supplies for artwork exhibitions to include mats, frames, etc.	\$3,000	\$0	\$0	\$3,000
<b>Totals:</b>		<b>\$10,916</b>	<b>\$0</b>	<b>\$0</b>	<b>\$10,916</b>

**Amount of Grant Funding Requested:**

\$144,895

**Cash Match:**

\$153,280

**In-Kind Match:**

\$4,104

**Match Amount:**

\$157,384

**Total Project Cost:**

\$302,279

**3. Proposal Budget Income:**

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

**Revenue: Contracted Services \***

#	Description	Cash Match	Total
1	Contract with John F Kennedy Center	\$9,520	\$9,520
2	FL Department of Juvenile Justice	\$11,760	\$11,760
<b>Totals:</b>		<b>\$0</b>	<b>\$21,280</b>

**Private Support: Foundation \***

#	Description	Cash Match	Total
1	Suncoast Foundation	\$5,000	\$5,000
<b>Totals:</b>		<b>\$0</b>	<b>\$7,500</b>

#	Description	Cash Match	Total
2	SunTrust Foundation	\$2,500	\$2,500
<b>Totals:</b>		<b>\$0</b>	<b>\$7,500</b>

**Government Support: Federal \***

#	Description	Cash Match	Total
1	US Dept. of Education	\$124,500	\$124,500
<b>Totals:</b>		<b>\$0</b>	<b>\$124,500</b>

**Total Project Income:**

**\$302,279**

**Proposal Budget at a Glance**

Line	Item	Expenses	Income	%
A.	Request Amount	\$144,895	\$144,895	48%
B.	Cash Match	\$153,280	\$153,280	51%
	Total Cash	\$298,175	\$298,175	99%
C.	In-Kind	\$4,104	\$4,104	1%
	Total Proposal Budget	\$302,279	\$302,279	100%

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

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

# H. Accessibility Page 8 of 10

## **1. Describe how the facilities and proposal activities are accessible to all audiences and any plans that are in place to improve accessibility. - (Maximum characters 2500.) \***

For example, explain use of accessibility symbols in marketing materials, accessibility of facilities and programming and/or target population. You can find resources on accessibility at <http://dos.myflorida.com/cultural/info-and-opportunities/resources-by-topic/accessibility/>. We encourage all applicants to include images in the support materials showing the use of accessibility symbols in marketing materials.

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As the designated state organization on arts and disability, access is at the heart of VSA Florida. Housed at the University of South Florida (USF), VSAFL follows the policies and procedures of the University. Policy number 0-007 "Diversity and Equal Opportunity: Discrimination and Harassment" is followed to ensure equitable access to and participation in its programs for students, teachers and other program beneficiaries with disabilities. This policy includes a detailed complaint process.

In addition, VSAFL has a Board-approved Accessibility Plan, which is scheduled to be revised and voted on by the Board this summer. The plan designates the ADA/504 Coordinator and includes guidelines for ensuring programs/events and written materials are accessible. VSAFL also completes the National Endowment for the Arts Section 504 Self-Evaluation Workbook at least every other year. All VSAFL printed materials are available in large or alternate formats and utilize appropriate accessibility symbols, and VSAFL works closely with USF when Braille materials, CART services, or interpreters are requested for programs.

VSAFL is the only organization that works statewide providing programs that bring together the arts, disability, and education communities. As an organization that primarily serves people with disabilities, all staff members are trained to provide accessible, inclusive programming. All school programs take place in accessible classrooms. All public programs take place in accessible settings and include people with disabilities as program planning members, program providers, and program participants. People with disabilities are represented at all levels of the organization and artists with disabilities are employed as teaching artists, collaborative artists, and presenters at various community events. VSAFL also works to ensure that programs are financially accessible, providing scholarships to low-income students for our fee-based programs and bringing programs to audiences that have a difficult time attending arts events, such as at-risk teens in afterschool programs and adults with disabilities in day centers.

VSAFL provides professional development trainings for teachers and teaching artists on developing accessible curriculum utilizing accommodations, modifications, and best practice strategies for including people with disabilities in arts activities. In addition, VSAFL provides cultural access trainings to help cultural organizations develop disability-friendly policies and programs. VSAFL also develops and distributes training manuals on inclusion and tips for making exhibitions, festivals and performances more inclusive. VSAFL 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

**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.

**If yes, when was the evaluation completed?**

4/1/2017

# I. Attachments and Support Materials Page 9 of 10

Complete the support materials list using the following definitions.

- **Title:** A few brief but descriptive words. Example: "Support Letter from John Doe".
- **Description:** (optional) Additional details about the support materials that may be helpful to staff or panelists. Identify any works or artists featured in the materials. For larger documents, please indicate page number for DCA credit statement and/or logo.
- **File:** The file selected from your computer. For uploaded materials only. The following sizes and formats are allowed.

Content Type	Format/extension	Maximum size
Images	.jpg or .gif	5 MB
documents	.pdf or .txt	10 MB
audio	.mp3	10 MB
video	.mp4, .mov, or .wmv	200 MB

## 1. Required Attachment List

Please upload your required attachments in the spaces provided. .

### Substitute W-9 Form

File Name	File Size	Uploaded On	View (opens in new window)
2018 W9 for DCA.pdf	33 [KB]	5/14/2018 11:35:56 AM	<a href="#">View file</a>

## 2. Support materials (Optional)

File	Title	Description	Size	Type	View (opens in new window)
2016-17_Annual_Report.pdf	2016-2017 Annual Report		9289 [KB]		<a href="#">View file</a>
Animation_Flyer.pdf	Animation Camp Flyer		2185 [KB]		<a href="#">View file</a>
E-newsletter_example.pdf	E-newsletter Example		1121 [KB]		<a href="#">View file</a>

File	Title	Description	Size	Type	View (opens in new window)
Hillsborough_performance_program.pdf	Hillsborough Residency Performance Program		999 [KB]		View file
James_Durbin_program.pdf	James Durbin Performance Program		1177 [KB]		View file
Professional_Development_List.pdf	Professional Development Program List		461 [KB]		View file
Baseline_Data.pdf	Baseline Data Report		155 [KB]		View file
Classroom_teacher_Site_Evaluation _for_Residency.pdf	Classroom Teacher/Site Evaluation for Residency Questions		81 [KB]		View file
Teaching_Artist_Evaluation_of_Residency.pdf	Teaching Artist Evaluation for Residency Questions		49 [KB]		View file
Pre-Post_Training_Test.pdf	Professional Development Pre/Post Test		465 [KB]		View file

# J. Review & Submit Page 10 of 10

## 1. Review and Submit

I hereby certify that I am authorized to submit this application on behalf of VSA Florida, Inc. and that all information indicated is true and accurate. I acknowledge that my electronic signature below shall have the same legal effect as my written signature. I am aware that making a false statement or representation to the Department of State constitutes a third degree felony as provided for in s. 817.155, F.S., punishable as provided for by ss. 775.082, 775.083, and 775.084.

## Guidelines Certification

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

## Signature (Enter first and last name)

Jennifer Sabo

