

Academy of Ballet Arts, Inc.

Project Title: Dance is a Celebration 2023-24

Grant Number: 24.c.ps.101.226

Date Submitted: Sunday, May 29, 2022

Request Amount: \$40,000.00

A. Cover Page Page 1 of 12

Guidelines

Please read the current **Guidelines** prior to starting the application: **2023-2024 General Program Support Grant Guidelines**

Application Type

Proposal Type: Discipline-Based


Funding Category: Level 1

Discipline: Dance

Proposal Title: Dance is a Celebration 2023-24

B. Contacts (Applicant Information) Page 2 of 12

Applicant Information

- a. Organization Name: Academy of Ballet Arts, Inc. 
- b. DBA: Academy of Ballet Arts
- c. FEID: 59-2926455
- d. Phone number: 727.327.4401
- e. Principal Address: 2914 First Avenue North St. Petersburg, 33713-8635
- f. Mailing Address: 2914 First Avenue North St. Petersburg, 33713
- g. Website: www.academyofballetarts.org
- h. Organization Type: Nonprofit Organization
- i. Organization Category: Other
- j. County: Pinellas
- k. UEI: VVY6FNG5Y3F6
- l. Fiscal Year End Date: 12/31

1. Grant Contact *

First Name

Suzanne

Last Name

Pomerantzeff

Phone 727.510.5262

Email Ms.P@academyofballetarts.org

2. Additional Contact *

First Name

Michelle

Last Name

Kuusela

Phone 727.687.8947

Email michelle.aba.fl@gmail.com

3. Authorized Official *

First Name

Suzanne

Last Name

Pomerantzeff

Phone 727.510.5262

Email Ms.P@academyofballetarts.org

4. National Endowment for the Arts Descriptors

4.1. Applicant Status

Organization - Nonprofit

4.2. Institution Type

School of the Arts

4.3. Applicant Discipline

Dance

C. Eligibility Page 3 of 12

1. What is the legal status of your organization?

- Florida Public Entity
- Florida Nonprofit, Tax-Exempt

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

- Yes (required for eligibility)
- No

3. Project start date: 7/1/2023 - Project End Date: 6/30/2024 *

- Yes (required for eligibility)
- No

4. How many years of completed programming does your organization have?

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

D. Quality of Offerings Page 4 of 12

1. Applicant Mission Statement - (500 characters) *

The mission of the Academy of Ballet Arts Inc. is to develop the potential of each student to express his or her individual ideas and emotions through the beauty of movement. The Academy values diversity, nurtures creativity and builds community. It envisions developing a direct connection with the county's residents through its curriculum, arts education programs and public performances.

2. Programming Description - (2000 characters)

Briefly describe the project or program for which you are requesting funding. If you are an LAA or SSO, please include a statement that describes the services provided to your audience (including membership) and how those services are provided.

ABA is a leader in developing appreciation, participation, and public access to the arts. It is seeking a General Support Grant in 2023-2024 to support its goals of developing programs that involve a diverse spectrum of community residents in a combination of classes, workshops, summer intensives and public performances.

ABA recruits its students through community connections. Its curriculum embraces all levels of participation, abilities and body types. Based on the Vaganova, Bournonville and American Ballet Theatre curriculum, all levels follow a two-year course of study. Students study ballet and character and at appropriate levels pointe, variations and pas de deux are added. The Men's division has a parallel schedule. Students are trained at a professional level so that if they pursue a career in dance, they are technically and artistically prepared.

Each summer, ABA conducts four Intensive Workshops for the serious dancer and continues the evening class schedule for all students. The goal is to provide local dancers comprehensive training that is comparable to national programs. Dancers learn repertoire from faculty and guest artists and present a public performance.

ABA has an Adaptive Dance program for children with Down Syndrome, Autism and physical, mental and emotional challenges. The curriculum combines movement drawn from ballet, character, music and theatre in a supportive atmosphere.

Performances:

ABA presents an annual "Nutcracker". Of the 6 Nutcracker performances, 2 are set aside for public, private and home-schooled students, senior citizens and students from facilities for physically and mentally challenged children and adults. Free tickets are provided for families in shelters, inner-city schools, foster children and in programs that provide help for families in economic or emotional distress.

The "Spring Concert" is an eclectic program of classical ballet excerpts as well as ethnic and original contemporary choreography. This performance includes an artist-audience talk back.

ABA performs for the St. Petersburg Arts Alliance Fund-Raisers, American Stage Theatre in the Park, 1st Night, Habitat for Humanity, Foreign Language Teachers Conference, St. Petersburg International Folk Fair, World Day Festival of Cultural Diversity and at public and private schools.

2.1. Programming Goals (2000 characters)

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

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

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

Goals:

- To produce professional quality students that perform in a variety of public productions
- To work with local advocates to provide dance training and performance opportunities to low-income/culturally diverse students
- To boost the community's understanding of the academic, physical and emotional health benefits of studying dance
- To generate on-going employment for dancers, choreographers, and teachers

2.2. Programming Objectives (2000 characters)

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

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

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

Objectives:

- To support the production and performances of 2 main concerts, 3 community programs, and contribute to additional public events
- To maintain a strong year-round dance curriculum that serves beginners to professional students and is inclusive of students needing adaptive curriculum
- To increase the viability of dance classes for economically challenged families that results in a 5% increase in students studying ballet in a professional and healthy setting

- To promote the emotional, academic and health benefits of dance classes
- To continue to collaborate with local, state, and national organizations that promote access to the arts for all people

2.3. Programming Activities (2000 characters)

Please list the project or program activities.

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

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

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

Activities:

- **Contract dates for performances: SPIFFS, Nutcracker, Spring Concert, Community Shows**
- **Secure funding, plan & manage media marketing**
- **Collaborate with local artists, create integrated performances in local venues and non-traditional spaces. Include talk backs in informal settings.**
- **Maintain a consistent schedule of classes, workshops, in-school programs and intensives taught by highly trained and skilled professionals**
- **Collaborate with ESE teachers and Nina Harris to continue to develop ABA's Adaptive Dance Curriculum and make it accessible to the community**
- **Maintain memberships in St. Petersburg Arts Alliance, ACE, FDA, FDEO, NDEO, Creative Pinellas, Florida Cultural Arts Association, Nonprofit Leadership Council and Foundation for a Healthy St. Petersburg and Americans for the Arts**
- **Support Arts Advocacy through serving on the St. Petersburg Arts Executive Council, St. Petersburg Nonprofit Business Alliance and Creative Pinellas's WE Convene Arts advisory group.**

Timeline:

July-August 2023: Schedules e-mailed to current students (7/1); placement classes (July-August); Intensive II In-Studio performance (7/1); Intensive III-IV (7/5-8/5), In-Studio performance (8/5); Adult Intensive (8/7-11); Fall class begin (8/14); rehearsals for SPIFFS performances & Youth America Grand Prix Competition (YAGP) (8/18-19)

Sept-Oct 2023: auditions for Nutcracker (9/9); Saturday Morning Market begins; Nutcracker rehearsals begin (9/16); costumes fitted, publicity pictures taken (9/23-24), Marketing campaign begins; Octoberfest Performance; SPIFFS Performance (10/26-29)

Nov – Dec 2023: posters distributed (11/1) Nutcracker Tech & Dress rehearsals (11/27-11/30); Nutcracker Performances (11/30-12/3); Nutcracker Excerpts performed at Bay Pines Hospital & assisted living facilities (12/10-18); Post publicity for Intensives I-IV (12/18); First Night Performance 12/31; Winter Workshop & YAGP Rehearsals (12/27-1/3 24)

Jan-Feb 2024: YAGP Competition (1/4); Classes resume (1/8); Russian Winter Ball (1/19); Spring Concert Auditions (2/3); Intensive Auditions (2/11); Costumes fitted & pictures for Spring Concert (2/24-25); Nursing Home Tour (2/3-29)

Mar-Apr 2024: Applications open for Intensives I-IV (3/1); Confirm Guest Artists (3/1-331); Heritage Park Folk Fest (4/6); Sunshine Reading Festival (4/7-13), YAGP Finals in Tampa (4/18-21)

May-July 2024: Spring Concert (5/3-5); Summer Intensive I (6/3-7); In-Studio Performance (6/7); Intensive II (6/10-28); In-Studio Performance (6/28); Intensive III-IV (7/1-31); In-Studio Performance (7/31)

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.

Community Collaborations:

- The Academy is a member of the Pinellas County School's Arts and Education panel and is listed in the data base provided to all academic teachers as a valuable resource for classroom teachers to use during the school year.**
- As a part of St. Pete Lit's Sunshine Reading Festival, the Academy will give two free performances of Peter and the Wolf at the St. Petersburg Museum of History.**
- Creative Clay: ABA is developing a collaborative program with Kim Dorhman, CEO of Creative Clay to provide access to dance classes for children and adults with disabilities. Students who demonstrate the aptitude and commitment to studying dance consistently would be main-streamed into ABA's regular curriculum, and encouraged to audition for its public performances.**
- St. Petersburg Museum Dance Project: Helen Hansen-French, a former student and graduate of Julliard formed a group of artists to create collaborative events with the Museum of Fine Arts. The project involved a 6- month exhibition of "The Art of the Stage", featuring art work from the Ballet Russe Era. Fifty ABA students, their families and the faculty participated in developing improv material using the themes of "Children's Games". The students developed several improv's that were a part of the final showing performed by the professional dancers. They also vocalized observations about the process. This event allowed us to carry the observations about movement and its source into their daily classes.**
- Creative Pinellas: Ballet II-VI students will be performing Nutcracker excerpts at the Creative Pinellas Art Gallery and Botanical Gardens for the community.**
- Great American Teach-In: ABA will be teaching adaptive dance to classes at the Nina Harris Exceptional Student Education Center. Through sharing the emotional, physical and communicative possibilities of dance directly with the students the Nina Harris faculty can observe the effect dance has on their students.**
- The Nina Harris Agency Fair: ABA students will open the Fair with a performance of "Peter and the Wolf" that will include some of our current adaptive ballet students.**

- **Lori Kleinman, flutist and therapist will play live for performance pieces choreographed by ABA faculty. Ms. Kleinman works with veterans at Bay Pines Hospital and the choreography will be performed at the hospital.**

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.

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

12

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

55

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

3,255

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

415

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

3,855

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?

16

6.2. Number of Florida artists directly involved?

13

Total number of individuals who will be engaged?

7541

7. How many individuals will benefit through media?

2,000

8. 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.

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

No specific racial/ethnic group

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

No specific age group.

8.3. Underserved/Distinct Groups: *

No specific underserved/distinct group

9. 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.

According to the most recent ACS, the racial composition of St. Petersburg was:

- White: 69.52%

- Black or African American: 22.17%
- Asian: 3.48%
- Two or more races: 3.31%
- Other race: 1.22%
- Native American: 0.23%
- Native Hawaiian or Pacific Islander: 0.05%

St. Petersburg population in 2022 is estimated to be 264,404, covers city area of 131.34 sq mi (340.16 sq km), ranks fifth-most populous city in Florida, the second-largest city in the Tampa Bay Area, after Tampa City.

Population Characteristics

Veterans, 2016-2020 20,122

Foreign born persons, percent, 2016-2020 10.0%

Housing

Housing units, July 1, 2019, (V2019) X

Owner-occupied housing unit rate, 2016-2020 62.4%

Median value of owner-occupied housing units, 2016-2020 \$222,900

Median selected monthly owner costs -with a mortgage, 2016-2020 \$1,507

Median selected monthly owner costs -without a mortgage, 2016-2020 \$523

Median gross rent, 2016-2020 \$1,168

Building permits, 2021 X

Families & Living Arrangements

Households, 2016-2020 111,957

Persons per household, 2016-2020 2.30

Living in same house 1 year ago, percent of persons age 1 year+, 2016-2020 84.6%

Language other than English spoken at home, percent of persons age 5 years+, 2016-2020 12.4%

Computer and Internet Use

Households with a computer, percent, 2016-2020 93.2%

Households with a broadband Internet subscription, percent, 2016-2020 87.2%

Education

High school graduate or higher, percent of persons age 25 years+, 2016-2020 92.7%

Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020 37.1%

Health

With a disability, under age 65 years, percent, 2016-2020 9.7%

□□

Persons without health insurance, under age 65 years, percent 12.7%

Economy

In civilian labor force, total, percent of population age 16 years+, 2016-2020 63.6%

In civilian labor force, female, percent of population age 16 years+, 2016-2020 61.8%

Total accommodation and food services sales, 2012 (\$1,000)(c) 540,392

Total health care and social assistance receipts/revenue, 2012 (\$1,000)(c) 2,324,670

Total manufacturers shipments, 2012 (\$1,000)(c) 1,377,732

Total retail sales, 2012 (\$1,000)(c) 4,893,417

Total retail sales per capita, 2012(c) \$19,848

Transportation

Mean travel time to work (minutes), workers age 16 years+, 2016-2020 23.5

Income & Poverty

Median household income (in 2020 dollars), 2016-2020 \$60,798

Per capita income in past 12 months (in 2020 dollars), 2016-2020 \$38,802

□□

Persons in poverty, percent 11.6%

10. 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.

ABA programs focus on the family because a shared experience leads to more conversations about the arts and more children actively participate in the arts. ABA annually gives free Family Vouchers to our Nutcracker performances, Spring Concerts and In-Studio performances to:

- Inner City Schools
- Arts Magnet Programs
- PARC
- Suncoast Center for Abused Children

•Amish Families in St. Petersburg

•Families living in shelters

Traditionally, 75% of the vouchers are exchanged for tickets. The public schools use the vouchers as a reward for perfect attendance. The Boys and Girls Club uses them to introduce the an Arts experience. All vouchers are extended to the entire family including extended members and caretakers.

ABA has a tuition/Grant program which provides partial and full tuition for under-served children, children whose parents are facing financial setbacks (loss of jobs during the Pandemic, divorce, medical challenges, death in the family), and physically, and or mentally challenged students. Additionally, faculty members choose to sponsor one child and provide their dance clothes and shoes.

ABA has an Adaptive Ballet Program which serves physically, emotionally and mentally challenged students. During the Pandemic all of these students had to stay quarantined. Classes were continued on zoom (when possible) during the summer and some students were taught privately.

ABA is on the Arts and Education panel for Pinellas County Schools and listed in the data base provided to all academic teachers as a resource. Through the Arts and Education program the faculty provides speakers for the annual "Great American Teach-In". As a part of the Sunshine Reading Festival, ABA annually provides free performances of Peter and the Wolf at the St. Petersburg Museum of History.

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

Pinellas

12. What counties does your organization serve?

Hillsborough

Pinellas

Sarasota

13. 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.

No virtual programming provided at this time.

14. 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.

ABA is in the Mid-Town area of St. Petersburg. A long-neglected section of the city, it is economically depressed, with high rates of unemployment and challenged by the inaccessibility of public transportation in the evening. ABA is the only ballet school in St. Petersburg whose mission is to “develop the potential of every student and values diversity, nurtures creativity and builds community through curriculum, education and performances”. The Academy strengthens the local economy by providing steady employment for its faculty, artistic director and guest artists. Our customers bring more business to the area we are in which is part of St. Petersburg’s cultural corridor. It features small, individually owned businesses, restaurants and galleries.

ABA produces public performances at the Palladium Theatre, operated by St. Petersburg College in the downtown waterfront area as well as at Mahaffey Theatre, near the Dali Museum. Our rental fees provide salaries for the technicians and others employed at the Theatres. Our productions also produce income for local set, sound and light designers, equipment operators, costume designers, and guest artists. Local thrift shops benefit from our costume designer’s ability to re-purpose used clothing.

At the annual St. Pete Literary Festival, ABA presents a live performance of Peter and the Wolf at the St. Petersburg History Museum located on the approach to the Pier. The free performance is narrated, fully costumed and includes innovative masks, props and sets. After the show the performers greet the audience, let them see how the masks are constructed and ask questions of the performers. ABA is currently working on illustrating additional stories using dance vocabulary.

ABA performs for art gallery showings, public and private school fund-raisers, events in the Grand Central Area, the Shine Festival and LGBTQ events. These performances feature dances from different cultures, historical pieces and talk backs between the dancers and the audience.

St. Petersburg promotes itself as a thriving environment for the development of all of the arts. ABA students perform at the Saturday Morning Market to help promote community performances and represent the Russian/Americans in city-wide events. ABA’s performances increase the art’s cultural value to the Latin, Asian and African American population and increases the attraction of the area to tourists and international visitors.

ABA’s business plan includes developing strong cultural ties with the community that surrounds us to foster the following strengths in local children:

- **Self-discipline**
- **Persistence**
- **Self-motivation**
- **Pursuit of goals**
- **Self-esteem**
- **Ability to work together as a team**

Investing in the neighborhood children helps give them healthy after-school and summer activities that teach them to respect themselves, their peers and their community while they learn the basic principles that studying dance teaches.

The dedication, creativity and abstract thinking that an artist develops can translate and apply to any occupation. As ABA's students grow up, they will become an essential part of the city's economic foundation by becoming life-long supporters of the arts.

ABA is a member of the Nonprofit Collaboration Group of St. Petersburg which holds a monthly meeting to share collaborative projects. The group addresses the community's needs in the areas of artistic opportunities, poverty, immigrants, cultural diversity and making community activities accessible. ABA is developing partnerships with Creative Clay, Pinellas Autism Project and Nina Harris to provide dance classes for students who face academic, emotional or physical challenges. The Adaptive Ballet program was approved as an IB student's community volunteer activity required for graduation. In 2022 the program provided a community service project for an Autistic student.

ABA holds open auditions for students for the Summer Intensives. Students who qualify financially/artistically are awarded tuition grants for the Intensives. These collaborations are in our strategic plan to bring professional and supportive training to under-served students.

15. Marketing and Promotion

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

- Brochures
- Collaborations
- Direct Mail
- Email Marketing
- Magazine
- Newsletter
- Newspaper
- Organic Social Media
- Paid Social Media
- Other

15.2. 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?

In September 2019 Communicasting Media was hired by the Board of Directors and Sharon McCaman, a former ABA student who has a BFA in Dance and an MFA in Dance and Digital Design, oversees our account. The following actions are the basis of developing a digital fingerprint and strategic marketing plan:

- Posts announcements of Master Classes (including Virtual Ones) on social media
- Promotes performances on FaceBook and Instagram

- Collaborates with the Board of Directors to create a strategic marketing plan
- Created and updates a new website (www.academyofballetarts.org)
- Produces our Nutcracker and Spring Concert Programs
- Maintains our presence on St. Petersburg Arts Alliance, Creative Pinellas and Grand Central Association's web pages
- Designs printed posters, postcards and Yard Signs
- Designs social media ads in which the dancers are moving
- Actively Rotates media spots with photographs of the dancers in St. Petersburg destinations, which helps promote our beautiful city.
- ABA faculty and families distribute posters, yard signs, flyers, postcards and hanging door advertisements in targeted zip codes
- ABA's marketing plan is updated yearly based on the outcomes of the previous year's increase in audience numbers
- ABA's Class schedule is printed in July and distributed through email, displayed at the studio, at local dance supply stores, at all performances and on our website
- ABA is a member of the Grand Central Business Association and publishes an ad in the group's brochure which is placed in all area tourist kiosks
- ABA is a member of the St. Petersburg Arts Alliance and has a listing in its annual brochure which is available in all area tourist kiosks
- Performances are listed in the City of St. Petersburg's website
- Performance ads are posted on the websites of USF, Arts Alliance, Creative Pinellas, Palladium Theatre, Mahaffey Theatre, Facebook and ABA
- Performance announcements are heard on local radio stations (NPR), and seen on television stations (Bay News 9)
- Email blasts are sent to students and their families, previous patrons and local arts agencies

Traditional Media

- Our marketing team sends press releases to local news sources
- Performances are listed in the Tampa Bay Times "Weekender" section, Creative Loafing, Gulfport Gabbler, Northeast Times, Beach Life, Green Bench, Tampa Bay Journal
- ABA is a member of the St. Petersburg Arts Alliance, FDA, NDEO, FDAE, Americans for the Arts, Florida Cultural Arts Alliance, Foundation for a Healthy St. Pete, Creative Pinellas and Nonprofit Leadership Center of Tampa. These Organizations have newsletters that give ABA the opportunity to list special events
- Professional photographs of our dancers are displayed in small businesses throughout downtown St. Pete
- A permanent picture of our Spanish Pas de Deux from Nutcracker hangs on a pole in the heart of downtown as an advertisement for the city's booming arts scene.

Audience Development

ABA established an Arts Advisory Group to address diversity in programming, community outreach and new student registration. The group is composed of business leaders and artists who define ways to embrace the rich diversity in our community.

ABA is represented on Creative Pinellas's "WE Convene Panel" in association with the Pinellas Community Foundation. The purpose of the panel is to work to improve the participation and collaboration between all arts and inclusive of all cultural groups.

ABA is listed on the Pinellas County School system's data base of professional arts organizations and individual artists, who are vetted by the school system and willing to be guest artists. The faculty is available to help establish dance experiences throughout the school system.

ABA is deeply committed to participating in all workshops, individual dialogues, and community meetings that are creating pathways of artistic exposure and involvement for the diverse population in Pinellas County. Creative Pinellas and the St. Petersburg Arts Alliance have been leaders in the development of opportunities to communicate with every ethnic group and ABA is a constant and integral part of those meetings.

F. Impact - Diversity, Equity and Inclusion Page 6 of 12

1. Describe how the facilities and proposal activities are accessible to all audiences and any plans that are in place to improve accessibility. In addition to your facility, what specific step are you taking to make your programming accessible to persons of all abilities and welcoming to all members of your community? (3500 characters)

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

The Artistic Director graduated from USF's Diversity, Equity & Inclusion Certificate Program. This program has given ABA a solid foundation in improving accessibility, communication and participation from diverse abilities and cultures.

Performances held off-site meet all of the ADA standards and are accessible to all potential audience members and performers. Our accessibility coordinator ensures that all registered students are placed into the appropriate classes. She also works with the appropriate personnel at our performance venues to ensure accessibility for all.

The Academy of Ballet Arts is wheelchair accessible, and classes are open to all types of abilities and disabilities. Our ADA plan is to evaluate the child in a placement class as to his physical and emotional needs. In collaboration with the parent, the staff makes an educational plan for the student. When ready he is mainstreamed into the regular curriculum, which helps all our students benefit from each other's abilities.

Examples::

Katelyn Harper was cast in Nutcracker despite being confined to a wheelchair, on a ventilator and only able to move her eyes and one finger. The impact this she had on the cast and the close friends that she made among her peers is indefinable. Her friends learned to lift her out of the wheelchair and help her breathe with the handheld ventilator. Katelyn was a part of the Academy's student body from the age of nine until she passed away just before her thirteenth birthday.

Emerson Jackson, 15 has Asperger's syndrome. She became a student in 2015 and after two months was successfully mainstreamed. The self-discipline, structure, music, and artistic challenges have allowed Emerson to control her "melt-downs" by herself. She has developed friendships among her classmates and has learned to communicate her feelings and artistic goals. As an 8th grader she earned her volunteer hours by assisting in the Adapted Ballet Program. This year she is in Ballet III, takes five classes a week and is studying pointe.

Our Adaptive Dance Program is currently on hiatus due to the delicate health of the students. It will be added to the schedule in 2023. Students who were mainstreamed before the Pandemic continue to actively take classes.

Tuition Grant Program: Since 1969, ABA has had a scholarship program to assist economically challenged families. If the family qualifies for free or reduced lunch and submits a copy of their tax statement a rubric is applied to determine the family's percentage of grant money. Grants are awarded for full tuition or partial tuition. Students are given tasks to complete at the studio so that they understand the value of contributing to their tuition as well as investing in the care of the facilities.

Our website and all printed materials contain the accessibility symbols. Audience members with challenges are seated in areas of the theatre that allow them the best experience. Backstage tours, visiting the artists and touching the costumes and props are a part of our services.

2. Policies and Procedures

Yes

No

3. Staff Person for Accessibility Compliance

Yes

No

3.1. If yes, what is the name of the staff person responsible for accessibility compliance?

Sharon Davis

4. Section 504 Self Evaluation

Yes, the applicant has completed the Section 504 Self Evaluation Workbook from the National Endowment for the Arts.

Yes, the applicant completed the Abbreviated Accessibility Checklist.

No, the applicant has not conducted an accessibility self-evaluation of its facilities and programs.

4.1. If yes, when was the evaluation completed? 5/1/2022

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

Yes

No

5.1. If yes include here. (500 characters)

The Academy of Ballet Arts, Inc. is a 501(c)3 Not for Profit Organization that admits students of any race, color, gender, marital status, age, sexual orientation, disability, religious preference and national or ethnic origin. The Academy values diversity, nurtures creativity and builds community.

6. Accessibility includes other factors besides physical. What efforts has your organization made to provide programming for all? (2000 characters)

The depth of our commitment to training every student with excellence has been the cornerstone of our diversity, equity and inclusion plan. ABA professional dancers include a multitude of ethnic and cultural backgrounds.

African American: Calvin Royal (principal: American Ballet Theatre); Briana Reed (principal: Alvin Ailey); Marquis Floyd (Bad Boys of Ballet, Dance Theatre of Harlem); Dajuan Booker (Dance Theatre of Harlem, Momix); Ephraim Sykes (Ailey II, Hairspray NBC); Gerald Watson (Nashville Ballet); Jared Brunson (Ballet X, Complexions); Charlotte Johnson (Bill T. Jones); Samiya Parramore (Cleo Parker Robinson); Amos Oliver (Louisville Ballet, Hairspray NBC); Jalen Williams (Norfolk Ballet); Shawn Cusseaux (Ballet X); Zeke Page (Richmond Ballet)

Latin American: Shila Tirabassi (Stephen Petroni Co.); Gabriela Johnson (Sarasota Ballet); Carla Armstrong (Freelance NYC); Danielle Glynn (Ballet Palm Beach); Gretel Batista (Dance Alive, Houston Ballet); Saela Martinez (JKO School @ ABT)

Asian American: Alana Clapp (Cirque de Soleil), Debbie Chen (Manassas Ballet); Ye-Jin Park (freelance NYC); Kristen Javate (Tallahassee Ballet)

* Curriculum: Adaptive Ballet classes for students on the Autism spectrum, Down Syndrome, Spina Bifida, Deaf and Blind. Students demonstrating the skills to grow technically & artistically are mainstreamed & all students may audition for performances.

* At Nina Harris, ABA will perform "Peter and the Wolf" at the school's annual fair of services and programs for challenged students.

* ABA's Artistic Director completed USF's Diversity, Equity and Inclusion 7-week training and earned the final certificate.

* Designing future performances in different ethnic communities that will include artists talkbacks and relevant historical background in an inclusive atmosphere.

* Renewed diligence in providing ticket vouchers, tuition grants and classes for under-funded families in Pinellas County.

* Increase the diversity of the Artist's Advisory Committee.

7. Describe the Diversity of your staff, volunteers, and board members. (1000 characters)

ABA's Board of Directors consists of nine members: 6 women; 3 African American men

Faculty (including Summer Intensive faculty): 12 Part-time: 7 women, 5 men (4 are African American)

Volunteers: ABA's volunteers are reflective of the ethnic make-up of the Academy's current student's families. Volunteers are used for costume design, costume construction, receptionists, fund-raising, dressing room monitors, arts and crafts teachers for Summer Intensive's, alumni organization, transportation of sets, props and costumes, communications and sales for selling ads, T-shirts and collecting donations.

G. Track Record Page 7 of 12

1. Organization History (2000 characters)

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

The Academy of Ballet Arts was founded by Suzanne B. Pomerantzeff and Lester Jacobsen.

- First arts institution in Pinellas County to exclusively train classical ballet dancers, remain operational year-round and be staffed by professional dancers and educators.
- More than a hundred professional dancers who have performed with renowned companies such as American Ballet Theatre, Alvin Ailey and San Francisco Ballet.
- Curriculum & performance opportunities embrace all students regardless of race, color, gender, marital status, age, sexual orientation, disability, religious preference and national or ethnic origin.
- 1970: a scholarship program for children from disadvantaged socio- economic backgrounds established.
- 1972: St. Petersburg Ballet formed as the performing wing of the school.
- 1973: ABA's curriculum and faculty recognized by the School of American Ballet (SAB), the official school of New York City Ballet, and awarded a Ford Foundation Grant as a feeder school to SAB.
- 1976: St. Petersburg Folk Ensemble created to represent the Russian/American Club at the first St. Petersburg International Folk Fair Society's annual festival. Performed for 47 years for dignitaries, Takamatsu, Japan & St. Petersburg, Russia (sister cities)
- 1978: faculty certified in teaching the Vaganova method. Mentors: John White, Jurgen Schneider.
- 1984: incorporated as a Florida Not-For-Profit organization
- 1999: ABA competed in Youth America Grand Prix (YAGP) Ballet Competition. YAGP awards promising dancers with professional contracts and scholarships. ABA students qualify for International Finals for 16 years
- 2001: became a 501(c)3 Nonprofit Corporation
- 2010: Calvin Royal joins American Ballet Theatre
- 2012: Faculty certified in the American Ballet Theatre National Training Curriculum.
- 2018: ABA opens an Adaptive Dance program for children with differing abilities such as: Down Syndrome, Autism, cognitive impaired development and hearing impairment.
- 2020: Calvin Royal III named principal dancer with ABT

- **2021: Domenika Afanasenkov, accepted to SAB year-round at the age of 14, was featured in Disney’s film “On Pointe” and is currently an apprentice with New York City Ballet.**
- **ABA continues to create innovative programs with a goal of developing a consistent audience for dance. ABA has been a leader in creating collaborations with public and private schools so that their arts programs are enhanced.**

2. Fiscal Condition and Sustainability (2000 characters)

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

ABA’s programs generate an income sufficient for sustaining yearly operations. A grant from the state would enable ABA to improve its impact on the under-served segment of our community by expanding programs, adding faculty, and providing mentors. The addition of new students will create a sustainable revenue stream in relation to ABA’s newly broadened capacity.

ABA’s 2023/24 business plan promotes steady growth and financial stability by:

- **Expanding class schedule to 48 classes per week. Currently offering 37 classes per week, 48 weeks a year (Classes added would include Modern, Jazz and additional Pre Ballet and Beginning classes to allow for gain in students)**
- **Expanding upper level Intensives to include Pre-Professional students. Current Summer Intensives are 3 and 4 weeks long**
- **Increasing marketing to focus on the marginal buyer for classes, Summer Intensives and performances**
- **Continue public performances that promote steady growth and financial stability through producing a subscription brochure, create a targeting package for families and offering group sales.**
- **Expanding the “Adaptive Program” for Down Syndrome, Autistic, wheelchair bound, hearing impaired, mentally and emotionally challenged students**
- **Secure current grants**
- **Increase ticket revenue, local business donations, and private funding sources through using programmatic and institutional marketing strategies**
- **Build reserve funds for relocating and renovating ABA**
- **Expand the Board of Directors & the Arts Advisory Committee to reflect the diversity, equity and inclusion of the student body**

The Artistic Director, Suzanne B. Pomerantzeff, was awarded a scholarship to attend the University of Tampa Nonprofit Management Program and graduated in December 2020. The Graduate Level Program included courses in:

- Strategic Planning
- Effective Board Governance
- Research Techniques
- Targeting the Audience
- Analyzing Financial Performance
- Developing a Business Plan.

Ms. Pomerantzeff completed the Diversity, Equity and Inclusion Certificate Program from USF's Muma College of Business on May 19, 2021. The seven-week program consisted of Panels, Lectures and Tests in the areas of:

- Emotional Intelligence
- Stereotypes and Biases
- Understanding Your Organization
- Future of Your Organization Through Diversity and Inclusion
- Recruitment and Retention
- Community Outreach
- Sustainable Business Model

3. Program Evaluation (2000 characters)

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

ABA's curriculum and student progress will be evaluated based on the following criteria:

- Successful completion of all scheduled classes
- Number of students who complete the school year
- Number of students who continue summer classes
- Student technical Growth
- Student artistic Growth

The methods used to evaluate the curriculum and student progress will be:

- **Student self-evaluation**
- **Teacher evaluations**
- **Parent evaluations**
- **Attendance records**
- **Budget income analysis**
- **Budget expense evaluation**
- **Comparison of previous year's student numbers**

Board Evaluation ABA's Performance Season will be evaluated based on the following criteria:

- **Completion of contracted performances**
 - **Completion of community performances**
 - **Success of marketing plans**
- *Audience feedback through post-performance talkbacks, surveys, letters and donations**
- **Audience growth**
 - **Impact of performances on organization's growth**
 - **Impact of free tickets to under-served families**

The methods used to evaluate the performance season will be:

- **Ticket sales • Attendance numbers compared to previous season**
- **Board evaluation of marketing plan successes based on budget vs results**
- **Evaluation of statistical comparison of recurring events with previous year's events**
- **Artistic Merit**
- **Outreach numbers**
- **E-mail registration**
- **Analysis of surveys**
- **Analysis of ticket out-reach program**

The results will be used to:

- **Improve curriculum**
- **Improve class scheduling**
- **Improve out-reach programs to under-served communities**
- **Improve marketing ideas, timeline and completion**

- **Maintain current audiences**
- **Target new areas of audience development**
- **Seek new sources of financial support**
- **Continue to promote dance in the county**
- **Implement budget decisions**

3.1. Describe the expected outcomes of the project. How will you determine the success of the project? (2000 characters)

The Pandemic and its resulting isolation of students, families' and audiences slowed the growth of the Academy in the last two years. Except for performing The Nutcracker, the “St. Petersburg Ballet” (ABA’s Performing Group) did not produce a regular season for a year and a half. The closing of the local Theatres distanced the public from live performances and created a dependence on film, online viewing and You Tube shows for arts experiences. Potential audiences got comfortable with sitting at home and watching arts on their TVs. ABA’s project is focused on bringing students back into the classroom and the public back into the theatres to enjoy viscerally the experience of in-person activities. ABA’s strategic plan includes:

- **Working with Creative Pinellas through the WE Convene Project and creating opportunities to bring dance to comfortable surroundings for individual ethnic groups**
- **Conducting a series of open scholarship auditions in community centers chosen for their locations and known to support culturally diverse activities (an example would be scheduling auditions at Dr. Carter G. Woodson African American Museum, Bethel Community Baptist Church, Hispanic Outreach Center, and Lealman & Asian Neighborhood Family Center)**
- **Developing small performances that highlight the history and culture of each ethnic group and present them in each culture’s Heritage Month (Latin Americans: Sept. 15-October 15th, First Americans in November, African Americans in February, Irish Americans in March, Deaf History 3/13-4/15, Asian Pacific Americans in May, Gay Lesbian Pride in June)**
- **Schedule open rehearsals for donors and patrons in the classroom and during dress rehearsals**
- **Schedule an Open House during National Dance Day (9/16/23), International Dance Day (4/29/23) and during National Dance Week (4/14-23/23) and offer free Master Classes.**
- **Schedule dance activities in front of murals in downtown St. Petersburg to bring attention to local dancers and honor International Dance Day, National Dance Day and National Dance Week**

ABA's criteria for success will be based on:

- **5% increase in the number of students representing African American, Asian Pacific Americans, and Latin American families.**
- **5% increase in audiences representing ethnic groups**

- 5% increase in participation and media acknowledgement of National Dance Day, National Dance Week and International Dance Day

4. Completed Fiscal Year End Date (m/d/yyyy) * 12/31/2021

5. Operating Budget Summary

Expenses	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
1. Personnel: Administrative	\$6,996	\$7,500	\$8,000
2. Personnel: Programmatic	\$62,983	\$65,998	\$69,298
3. Personnel: Technical/Production	\$1,250	\$1,550	\$1,850
4. Outside Fees and Services: Programmatic	\$15,200	\$19,250	\$19,500
5. Outside Fees and Services: Other	\$1,688	\$2,452	\$5,000
6. Space Rental, Rent or Mortgage	\$53,421	\$57,053	\$65,000
7. Travel			
8. Marketing	\$11,507	\$7,500	\$8,000
9. Remaining Operating Expenses	\$14,786	\$17,289	\$21,952
A. Total Cash Expenses	\$167,831	\$178,592	\$198,600
B. In-kind Contributions	\$13,426	\$15,242	\$15,888
C. Total Operating Expenses	\$181,257	\$193,834	\$214,488
Income	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
10. Revenue: Admissions	\$40,682	\$40,525	\$41,000

11. Revenue: Contracted Services	\$104,093	\$101,182	\$103,000
12. Revenue: Other	\$280	\$350	\$350
13. Private Support: Corporate			
14. Private Support: Foundation			
15. Private Support: Other	\$2,022	\$6,225	\$2,250
16. Government Support: Federal	\$16,000		
17. Government Support: State/Regional	\$12,657	\$19,154	\$40,000
18. Government Support: Local/County		\$23,083	\$12,000
19. Applicant Cash			
D. Total Cash Income	\$175,734	\$190,519	\$198,600
B. In-kind Contributions	\$13,426	\$15,242	\$15,888
E. Total Operating Income	\$189,160	\$205,761	\$214,488

6. Additional Operating Budget Information (1000 characters)

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

In 2021, the PPP funds that were received in 2020 were forgiven in 2021 adding \$16,000 to revenue for 2021. Without this transaction, the applicant cash would have been \$8,097. This accounts for the \$7,903 in excess revenue.

In 2022, there was a Resilience Grant for \$10,000 from the City of St. Petersburg and a Pinellas Recovers Grant for \$10,000 from pass through funds from the NEA Grant given to Creative Pinellas. This accounts for the \$11,927 in excess revenue. These grants are unavailable for the future. This excess revenue will go towards moving expenses in 2023 due to the rental facility ABA is currently occupying is being sold and ABA will have to move to new location.

7. Paid Staff

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

8. Hours *

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

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

- Yes
- No

10. Rural Economic Development Initiative (REDI) and Underserved Waiver

- Yes
- No

H. Budget Page 8 of 12

1. Proposal Budget Expenses:

Detail estimated proposal expenses in the budget categories listed below. Include only expenses that specifically related to the proposal. You can find a list of non-allowable and match only expenses at dos.myflorida.com/cultural/grants/grant-programs.

The expense section contains three columns:

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

1.1. Personnel: Administrative *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Studio Manager	\$0	\$8,000	\$250	\$8,250
2	Accounting	\$0	\$0	\$300	\$300
3	Receptionist	\$0	\$0	\$2,450	\$2,450
4	Secretarial	\$0	\$0	\$200	\$200
Totals:		\$0	\$8,000	\$3,200	\$11,200

1.2. Personnel: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	School Year Faculty Teach 2000 Classes	\$36,000	\$25,000	\$0	\$61,000
Totals:		\$40,000	\$29,298	\$10,000	\$79,298

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
2	Summer Intensive Faculty Teaching 3 Leveled Intensives	\$4,000	\$4,298	\$0	\$8,298
3	Choreography & Rehearsal Time	\$0	\$0	\$8,500	\$8,500
4	Summer Choreography/Coaching	\$0	\$0	\$1,500	\$1,500
Totals:		\$40,000	\$29,298	\$10,000	\$79,298

1.3. Personnel: Technical/Production *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Costume Design	\$0	\$250	\$500	\$750
2	Costume Construction	\$0	\$600	\$600	\$1,200
3	Lighting, Stage Management	\$0	\$1,000	\$250	\$1,250
Totals:		\$0	\$1,850	\$1,350	\$3,200

1.4. Outside Fees and Services: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Continuing Education	\$0	\$2,000	\$0	\$2,000
2	Costumes	\$0	\$3,500	\$0	\$3,500
3	Guest Teachers	\$0	\$4,500	\$0	\$4,500
4	Guest Choreographers	\$0	\$4,500	\$0	\$4,500
5	Guest Artists	\$0	\$5,000	\$0	\$5,000
Totals:		\$0	\$19,500	\$0	\$19,500

1.5. Outside Fees and Services: Other *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Videography	\$0	\$1,000	\$0	\$1,000
2	Photography	\$0	\$750	\$0	\$750
3	990 Preparation	\$0	\$550	\$0	\$550
4	Dues & Subscriptions	\$0	\$250	\$0	\$250
5	Postage/Printing	\$0	\$100	\$0	\$100
6	Legal Services/Lease Contract for New Facility	\$0	\$2,350	\$650	\$3,000
Totals:		\$0	\$5,000	\$650	\$5,650

1.6. Space Rental (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Studio Rental	\$55,500	\$0	\$55,500
2	Performance Space	\$2,500	\$0	\$2,500
3	Costume Storage	\$7,000	\$0	\$7,000
Totals:		\$65,000	\$0	\$65,000

1.7. Travel (match only) *

1.8. Marketing *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Print Including Posters and Magazines	\$0	\$5,000	\$0	\$5,000
2	Internet Including Email Design, Web Presence	\$0	\$3,000	\$0	\$3,000
Totals:		\$0	\$8,000	\$0	\$8,000

1.9. Remaining Proposal Expenses *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Equipment Maintenance	\$0	\$2,000	\$0	\$2,000
2	Utilities	\$0	\$7,000	\$0	\$7,000
3	Studio Supplies	\$0	\$2,702	\$688	\$3,390
4	Insurance	\$0	\$2,000	\$0	\$2,000
5	Office Supplies & Expenses	\$0	\$3,000	\$0	\$3,000
6	Bookkeeping Services	\$0	\$2,750	\$0	\$2,750
7	Software & Computer Expenses	\$0	\$2,500	\$0	\$2,500
Totals:		\$0	\$21,952	\$688	\$22,640

1.10. Amount of Grant Funding Requested:

\$40,000

1.11. Cash Match:

\$158,600

1.12. In-Kind Match:

\$15,888

1.13. Match Amount:

\$174,488

1.14. Total Project Cost:

\$214,488

2. 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.

2.1. Revenue: Admissions *

#	Description	Cash Match	Total
1	Nutcracker Performances	\$32,000	\$32,000
2	Spring Concert	\$4,000	\$4,000
3	Various Small Performances	\$1,500	\$1,500
4	Open Rehearsal Admissions	\$1,500	\$1,500
5	Dance Activities on Recognized Dance Days in Front of Murals in St. Petersburg	\$2,000	\$2,000
Totals:		\$0	\$41,000

2.2. Revenue: Contracted Services *

#	Description	Cash Match	Total
1	Tuition Evening Classes	\$92,000	\$92,000
2	Tuition Summer Program	\$11,000	\$11,000
Totals:		\$0	\$103,000

2.3. Revenue: Other *

#	Description	Cash Match	Total
1	Audition Fees	\$350	\$350
Totals:		\$0	\$350

2.4. Private Support: Corporate *

2.5. Private Support: Foundation *

2.6. Private Support: Other *

#	Description	Cash Match	Total
1	Donations	\$2,250	\$2,250
Totals:		\$0	\$2,250

2.7. Government Support: Federal *

2.8. Government Support: Regional *

2.9. Government Support: Local/County *

#	Description	Cash Match	Total
1	City of St. Petersburg Grant	\$12,000	\$12,000
Totals:		\$0	\$12,000

2.10. Applicant Cash *

2.11. Total Project Income:

\$214,488

2.12. Proposal Budget at a Glance

Line	Item	Expenses	Income	%
A.	Request Amount	\$40,000	\$40,000	19%
B.	Cash Match	\$158,600	\$158,600	74%
	Total Cash	\$198,600	\$198,600	93%
C.	In-Kind	\$15,888	\$15,888	7%
	Total Proposal Budget	\$214,488	\$214,488	100%

3. 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.

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)
ABA-W9-2022.pdf	33 [KB]	5/24/2022 10:45:44 AM	View file

1.2. Federal 990 Form (most recently completed)

File Name	File Size	Uploaded On	View (opens in new window)
ABA 09 04 21 IRS Form 990 for 2020 .pdf	379 [KB]	5/24/2022 2:33:38 PM	View file

2. Support materials (required)*

File	Title	Description	Size	Type	View (opens in new window)
ABA Board of Directors 2021-2022.pdf	ABA Board of Directors 2021-2022		101 [KB]		View file
ABA-Class-Schedule-2021-2022.pdf	ABA Class Schedule 2021-2022		124 [KB]		View file
ABA Faculty Biographies 2022.pdf	ABA Faculty Biographies 2022		204 [KB]		View file
ABA 2022 Spring Poster.pdf	ABA 2022 Spring Poster		1558 [KB]		View file
ABA Grant Video 2020 SM.mov	ABA Grant Promo Video	Video demonstrates diversity, equity, and inclusion.	141740 [KB]		View file
ABA Calvin Royal Dance Magazine article 6.12.20.pdf	ABA Calvin Royal Dance Magazine Article	Calvin Royal is a formal student of ABA and is currently a Principle Dancer with American Ballet Theatre	1231 [KB]		View file
ABA 2022-2023 Grant - Tax Exempt Certificate.pdf	ABA Tax Exempt Certificate	EIN Number assigned to Academy of Ballet Arts	238 [KB]		View file
ABA 2022 Letters of Recommendation.pdf	ABA 2022 Letters of Recommendation	Artistic Director Arts Support Letter and four letters or recommendation from the community	1283 [KB]		View file
ABA Alumni List 2022.pdf	ABA Alumni 2022 Professional Company List	A Master List of professional dancers trained at ABA and their company affiliations	291 [KB]		View file

File	Title	Description	Size	Type	View (opens in new window)
ABA 2023-24 Performance Calendar.docx	ABA Performance Calendar 2023- 2024	Proposed Calendar of performance dates & subject	5 [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. Florida Single Audit Act Page 11 of 12

Florida Single Audit Act

In accordance with 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 (insert FEIN here) 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 Florida Single Audit Act. You will be required to complete a separate certification form in dosgrants.com following the close of your fiscal year.

1. Florida Single Audit Act

I hereby acknowledge that I have read and understand the above statement and will comply with 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 265.701, 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 Academy of Ballet Arts, Inc. and that all information indicated is true and accurate. I acknowledge that my electronic signature below shall have the same legal effect as my written signature. I am aware that making a false statement or representation to the Department of State constitutes a third-degree felony as provided for in s. 817.155, F.S., punishable as provided for by ss. 775.082, 775.083, and 775.084.

2.1. Signature (Enter first and last name)

Suzanne B. Pomerantzeff

