

# University of Florida

**Project Title:** Florida Museum General Program Support FY2024

**Grant Number:** 24.c.ps.170.030

**Date Submitted:** Friday, May 13, 2022

**Request Amount:** \$150,000.00

## 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 3

**Discipline:** Museum

**Proposal Title:** Florida Museum General Program Support FY2024

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

### Applicant Information

- a. Organization Name: University of Florida 
- b. DBA:
- c. FEID: 59-6002052
- d. Phone number: 352.392.9267
- e. Principal Address: 207 Grinter Hall Gainesville, 32611-5500
- f. Mailing Address: 207 Grinter Hall Gainesville, 32611-5500
- g. Website: [www.ufl.edu](http://www.ufl.edu)
- h. Organization Type: State Agency
- i. Organization Category: Other
- j. County: Alachua
- k. UEI: NNFQH1JAPEP3
- l. Fiscal Year End Date: 06/30

#### 1. Grant Contact \*

**First Name**

Darcie

**Last Name**

MacMahon

**Phone** 352.273.2053

**Email** [dmacmahon@flmnh.ufl.edu](mailto:dmacmahon@flmnh.ufl.edu)

#### 2. Additional Contact \*

**First Name**

Darcie

**Last Name**

MacMahon

**Phone** 352.273.2053

**Email** [dmacmahon@flmnh.ufl.edu](mailto:dmacmahon@flmnh.ufl.edu)

#### 3. Authorized Official \*

**First Name**

Stephanie

**Last Name**

Gray

**Phone** 352.392.9267

**Email** ufproposals@ufl.edu

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

##### **4.1. Applicant Status**

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**Government - State**

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##### **4.2. Institution Type**

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**Other Museum**

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##### **4.3. Applicant Discipline**

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**Multidisciplinary**

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## 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)

### 5. Museum \*

- Applicant is open to the public for at least 180 days each year.
- Applicant owns or utilizes collections, including works of art, historical artifacts, or other tangible objects (live or inanimate).
- Applicant exhibits these collections, including works of art, historical artifacts, or other tangible objects to the public on a regular schedule.

## D. Quality of Offerings Page 4 of 12

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

The Florida Museum of Natural History is dedicated to understanding, preserving and interpreting biological diversity and cultural heritage to ensure their survival for future generations. Public programming, such as that included in this proposal, is essential toward accomplishing this mission, as expressed in our vision statement – to inspire people to care about life on Earth and make a positive difference in its future.

### 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.

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The Florida Museum of Natural History requests funds to support educational exhibits, programs, and outreach, engaging diverse audiences with Florida's rich biological diversity and cultural heritage.

The Florida Museum is the state's official museum of natural history, proclaimed by state statute in 1917. For more than 100 years the museum has curated natural and cultural collections and brought object-rich stories to life through exhibitions and educational programs.

The museum is on the University of Florida campus. It is the largest collections-based natural history museum in the South, with 40+ million objects. The public-facing side of the museum, located in UF's Cultural Plaza with our neighbors the Harn Museum of Art and UF Performing Arts, features permanent exhibitions, a robust schedule of changing exhibitions, and numerous public and school programs. Open 362 days/year, our annual visitation of 200,000+ includes guests from all Florida counties.

Outreach efforts reach nearly as many people as our on-site audience. Outreach expands and serves audience in new ways, with a special focus on underserved audiences and those who do not typically visit the museum. Examples:

- A Pop-up Museum program travels offsite locally and to other counties.
- A Youth Outreach program provides out-of-school-time programming for underserved youth.
- A Scientist in Every Florida School engages K-12 classrooms statewide.
- Museum in the Parks brings outdoor programs to youth and families in state and local parks.
- For early childhood – our *Discovery Zone*, outdoor Tot Trots, and early open Head Start.
- Pediatric cancer patient/family programs at UF's hospital.
- Butterfly gardens at Alachua County schools and community organizations.
- Traveling exhibits with touring, long-term loan, and free downloadable exhibits.
- The Calusa Heritage Trail, a 70-acre Lee County archaeological site with interpretive trail and classroom.

The museum and most programs are free. We do charge for our *Butterfly Rainforest* and some special exhibitions, which with gift shop revenues provides about half of the operating budget for the public-facing enterprise. Grants and private funds contribute significantly to the operating budget balance. General Program Support will be used to support exhibit, staffing and marketing costs.

## **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.

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**Goal 1:** Provide an engaging and impactful visitor experience focused on Florida natural and cultural history.

**Goal 2:** Provide science education to pre-and-school-aged youth.

**Goal 3:** Expand and diversify communities served.

**Goal 4:** Support audience development through marketing and communications.

## **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"

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### **Goal 1 Objectives:**

- **Objective 1.1:** Provide at least five changing exhibits to refresh the visitor experience.
- **Objective 1.2:** Conduct at least monthly on-site public programs to more deeply engage diverse audiences.
- **Objective 1.3:** Provide at least two traveling and satellite exhibits at off-site venues.

### **Goal 2 Objectives:**

- **Objective 2.1:** Support school field trips for at least 10,000 youth.
- **Objective 2.2:** Deliver A Scientist in Every Florida School programs throughout the school year to at least 15,000 K-12 students in at least five counties.
- **Objective 2.3:** Conduct early childhood education programs at least monthly to support early learning.

### **Goal 3 Objectives:**

- **Objective 3.1:** Engage out-of-school youth in outdoor education in at least monthly programs, including Museum in the Parks.

- **Objective 3.2:** Provide at least 50 informal science out-of-school programs for underserved youth at community partner locations.
- **Objective 3.3:** Conduct Pop-up Museum programs at least bi-monthly in off-site locations to engage public audiences that do not normally visit the museum.

**Goal 4 Objectives:**

- **Objective 3.1:** Retool the museum website to reflect efforts with outreach.
- **Objective 3.2:** Provide at least weekly social media posts about programs.
- **Objective 3.3:** Evaluate and adjust marketing efforts to sustain and increase visitation by 5%.

**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.

**Goal 1 Activities:**

- **Objective 1.1:** Host two large and at least three smaller changing exhibits on current issues and STEM-related subjects. Incoming exhibits – manage contracting/logistics. In-house produced exhibits – develop content, design/build. Open/promote exhibits.
- **Objective 1.2:** Identify audiences and schedule programs. With collaborators, develop/conduct programs. Market through media channels. Evaluate with participant surveys.
- **Objective 1.3:** Promote, schedule, and manage traveling exhibitions. Provide customer service to venues.

**Goal 2 Activities:**

- **Objective 2.1:** Train *Exhibit Explainers* to support field trips with content tied to curriculum standards. Assemble discovery carts. Advertise, schedule, implement, and evaluate tours.
- **Objective 2.2:** Work with county school boards and participating teachers to schedule programs. Schedule scientists and co-develop content. Conduct programs, manage webinar logistics, evaluate with participant surveys.
- **Objective 2.3:** Develop and conduct early childhood programs in our *Discovery Zone* and outdoors. Collaborate with partners (e.g., Head Start) to provide programs for underserved youth. Advertise, schedule, evaluate programs.

**Goal 3 Activities:**

- **Objective 3.1:** Collaborate with state and local parks to plan and schedule programs. Work with scientists to develop pre-visit materials and program content/delivery. Advertise/book programs. Evaluate with participant surveys.
- **Objective 3.2:** Select community partner organizations that provide out-of-school programming for underserved youth. Collaborate with them to plan/schedule/deliver programs.

- **Objective 3.3: Identify potential pop-up locations and partners, manage logistics. Work with scientists on content/delivery. Market the experience.**

**Goal 4 Activities:**

- **Objective 4.1: Evaluate website pages. Develop content. Work with website manager on format and launch.**
- **Objective 4.2: Work with social media manager on strategy, content, schedule and launch. Evaluate metrics on reach.**
- **Objective 4.3: Review media metrics and develop marketing plan. Develop graphics, messaging. Purchase media buys. Expand reach with partners (e.g., community calendars). Evaluate success through visitation data, media metrics and survey responses.**

## **2.4. Partnerships & Collaborations (2000 characters)**

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

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**Everything the Museum offers to public audiences emerges from partnerships. Because we are located at the University of Florida, there are many great partnerships close at hand. In addition, we collaborate with individuals and organizations across the state and country on many exhibits and programs.**

**A few examples:**

- **All exhibits are produced by teams with internal and external members. For example, in an ongoing exhibit series about world issues, partners include experts in geology, hydrology, urban planning, food production, archaeology, big data, and environmental justice.**
- **Collaborators for *Discovery Zone* programs (for young children and families) include science educators, developmental psychologists, and early childhood educators (e.g., Head Start, VPK, Baby Gators).**
- **Public programs collaborate broadly; e.g., Starry Night partners include the UF Astronomy Department, Alachua Astronomy Club, Santa Fe College Astronomy Program, Kika Silva Pla Planetarium.**
- **Underserved youth partnerships include organizations such as Boys & Girls Club, Salvation Army, Children Without Borders, YMCA, Girls Place, Gainesville Housing Authority.**
- **Autism and special needs partnerships (*Museum for Me* program) include UF's Center for Autism Related Disorders, Spectrum of Success, UF College of Education.**
- **School programs include collaboration with school boards from Alachua County and others around the state.**
- **Pop-Up Museum and other offsite programs collaborate with UF scientists and with community/regional stakeholders, to name a few: Community Redevelopment Agency, City of Gainesville, public libraries, Downtown Arts Festival, local breweries, Santa Fe College, Tallahassee Science Festival.**
- **Our Traveling and Satellite Exhibits program works with other museums in Florida and the nation to showcase our original exhibits about natural history topics.**



These are just a few partnership examples, truly at the heart of all that we do.

### **3. Collection Summary (5250 characters)**

Provide a summary of the collection (live or inanimate) and the collection policy including: 1) Size and scope of collection(s) the museum owns or uses; 2) Conservation and care; and 3) Overview/brief list of Inventory/registration methods. If you are not a collecting institution answer Not Applicable

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Most of the Museum's budget is allocated toward the care, research and teaching associated with our collections. Every exhibit and public program utilizes the Museum's collections and related scientific expertise.

Florida Museum collections number 40+ million objects. It is the largest collections-based natural history museum south of the Smithsonian and one of the top three university-based natural history museums in the U.S., and top ten worldwide. Chartered as the official state natural history museum in 1917, Florida Statute 1004.56 requires the Museum to: "...collect and maintain a depository of biological, archaeological, and ethnographic specimens and materials in sufficient numbers and quantities to provide within the state and region a base for research on the variety, evolution, and conservation of wild species; the composition, distribution, importance, and functioning of natural ecosystems; and the distribution of prehistoric and historic archaeological sites and an understanding of the aboriginal and early European cultures that occupied them."

Our collections activities are guided by a formal collections policy, including guidelines for acquisition, permitting, curation, loans, deaccessions, and all other matters pertaining to the professional, ethical, and legal standards of maintaining a collection. Faculty curators and staff collection managers perform research, teaching, and curatorial responsibilities, while also supporting the Museum's exhibits and public programs.

The collections are organized by subject area and include:

- **Archaeology:** Caribbean, Ceramic Technology, Environmental Archaeology, Florida Archaeology, Historical Archaeology, Latin American Archaeology, South Florida Archaeology
- **Ethnography:** Latin American Ethnography, North American Ethnography, South Florida Ethnography
- **Natural Sciences:** Botany/Herbarium, Herpetology (reptiles & amphibians), Ichthyology (fishes), Genetic Resources Repository, Lepidoptera (butterflies & moths), Malacology & Invertebrate Zoology (mollusks & marine invertebrates), Mammalogy, Molecular Systematics & Evolutionary Genetics, Ornithology (birds)
- **Paleontology:** Invertebrate Paleontology (invertebrate fossils), Paleobotany & Palynology (fossil plants & pollen), Vertebrate Paleontology (vertebrate fossils)
- The Museum also operates a living butterfly exhibit – a spectacular 6,400-square-foot garden enclosure with 1,000+ live butterflies representing 50-80 species in flight daily. This facility is closely regulated by the U.S. Department of Agriculture and follows USDA guidelines for live butterfly enclosures.

**Also of note, the Museum is considered #1 nationally in collections bioinformatics, and leads the U.S. effort to make collections more accessible through digitization – the National Science Foundation’s Integrated Digitized Biocollections (iDigBio.org) project. The project goal is to digitize information in the nation’s vast biodiversity collections, including converting physical objects to high quality 2D and 3D digital images, associated descriptive text to electronic records, and analog sounds and videos to digital formats. Digitized collections greatly facilitate research and make collections accessible to broad audiences. Renewed for another 5 years in May 2021, iDigBio works with more than 300 institutions across the country. The project also informs the museum field broadly regarding technology and best practices for making collections accessible. And as part of iDigBio the Museum leads the Citizen Science project Notes from Nature, where public audiences help digitize collection records from their home computers or mobile devices.**

**Each of the museum’s collections is managed by a collections manager and there is also an Anthropology registrar. The museum does not have a staff conservator; collections staff evaluate collection condition and employ contractual conservators as relevant. When exhibiting objects, we condition report each item and contract conservation as needed. The registrar and collection managers handle their own accessioning, cataloging, and loan processes. Last fiscal year, the museum loaned out 27,601 objects for 243 scientific research and exhibition projects.**

## 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?**

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200

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

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325

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

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250,000

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

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30,000

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

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130,000

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

Enter the estimated number of professional artists that will be directly involved in providing artistic services specifically identified with the proposal. Include living artists whose work is represented in an exhibition regardless of whether the work was provided by the artist or by an institution. This

figure should reflect a portion of the total individuals benefiting. If no artists were directly involved in providing artistic services enter 0.

**6.1. Number of artists directly involved?**

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0

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

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0

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

410000

**7. How many individuals will benefit through media?**

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999,999,999

**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) \***

- Asian
- Black or African American
- Hispanic or Latino
- White

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

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

**8.3. Underserved/Distinct Groups: \***

- Individuals with Disabilities
- Individuals in Institutions
- Individuals below the Poverty Line
- Individuals with Limited English Proficiency
- Military Veterans/Active Duty Personnel
- Youth at Risk

## **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.

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The museum has visitors from all over the state, country and world as documented in our 3-times-annual visitor surveys. But the majority are from Florida (78.2%), and of those most are from north Florida, with 45.6% from Alachua County. We have good demographic numbers for Gainesville's Metropolitan Statistical Area (MSA, somewhat larger than Alachua County), which we cite below.

Zip code data from ticketed visitors also provides insight. Since most of our exhibits are free, we only capture zip codes from visitors to our *Butterfly Rainforest* and special exhibitions. Notably, this data shows that annually guests visit from every Florida county and every state in the nation, as well as many other countries. In fact, every month last year we had Florida visitors from at least 55 counties.

The MSA has about 300,000 residents. Likely due to the university, there are more young people and fewer seniors than average in Florida (median age 32.0 vs. 41.7). It is also an educated population, with 39.4% holding a bachelor's degree or higher compared to 22.3% in Florida. That said, income levels are below average (median household income: MSA \$45,323, Florida \$50,883) and 23.1% live in poverty (Florida 15.5%). Regarding race and ethnicity, the MSA compared to all of Florida has more African American (19.3% vs. 16.1%) and Asian (5.5% vs. 2.7%) residents, but fewer Hispanic residents (9.0% vs. 24.7%), though Hispanic numbers are increasing.

Like the MSA data, most of our survey participants are on the young side (ages 25-44) and well educated (more than 50% have bachelor's degrees). Hispanics account for 12% of survey participants and Asians 9%, both higher than MSA percentages. We track less well with African American visitors (9% of survey participants). Surveys do show a promising trend – that our audience is markedly more diverse in recent years, and interestingly this diversity increased during the COVID-19 pandemic. We continue to grow underrepresented audience through targeted outreach.

## **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.

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The Florida Museum is the only natural history museum in North Central Florida and is the largest in the state. Our visitation has grown over the years from a small, local following to impressive numbers for a town of Gainesville's size located in a rural part of the state. We now welcome visitors from every Florida county each year.

Outreach is also growing. The *Scientist in Every Florida School* (SEFS) program is especially unique. Founded four years ago, SEFS aims to engage schools throughout Florida with programs led by scientists. Last year, SEFS hosted 1,700 virtual and in-person programs reaching 55,000 K-12 students in 400 schools.

Additional reach from satellite sites include: exhibits at St. Augustine's Governors House and the St. George Street public restrooms, a long-term canoes exhibit at Ocala's Silver River Museum, and the Calusa Heritage Trail and related programming on Pine Island, Lee County. Traveling exhibits reach further.

Finally, our off-site Pop-up Museum and underserved youth outreach programs show great promise and continue to grow our reach.

Media numbers, based on Meltwater Reports, document an average of 1.3 billion in exposure reach monthly, with a total of 15.8 billion for 2021. These numbers include all ways we reach audience, through traditional media (e.g., billboards, print, TV, radio, community calendars, press releases) as well as online media. The portal won't allow that high a number above.

Online engagement with website and social media platforms in FY21 included:

- 8.59 million website pageviews
- 3.37 million website visitors
- 40,304 Facebook likes
- 215,847 Pinterest followers
- 11,742 Twitter followers
- 10,135 Instagram followers
- 4,666 YouTube subscribers
- 14,336 Email subscribers
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**11. In what counties will the project/program actually take place?**

- Alachua
- Bradford
- Clay
- Gilchrist
- Lee
- Leon
- Levy
- Marion
- Palm Beach
- Putnam
- St. Johns
- Union

**12. What counties does your organization serve?**

- 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

**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.

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As is true for many museums, the COVID-19 pandemic inspired us to pivot educational programs to an all-virtual model. There was a big learning curve, but we met with a great deal of success in terms of attendance, reach, and positive evaluations.

At this time we have resumed in-person programs but continue to have some virtual offerings. As the pandemic wanes, there is a distinct hunger for in-person programs, and interest in virtual programs has lessened substantially. Many of our pandemic-popular virtual programs have seen huge drop-offs in participation, so we are doing fewer. But virtual programs can provide broad reach, and we are still learning what resonates with virtual audiences.

All of our virtual programs are free and at this point include:

- Youth Programs including 360-degree virtual museum tours, and *Scientist in Every Florida School* programs, some of which reach more than 1,000 K-12 youth per session.
- Livestream Public Programs such as livestreams from scientists doing field and collections work.
- Scientist lectures such as a Friday afternoon natural history seminar series and a monthly Tuesday lecture series focused on butterflies and moths.

We are currently strategizing about hybrid programming possibilities (combining in-person and virtual) and what might be relevant to audiences. Having adopted virtual programming during the pandemic, this continues to be an evolving landscape as we determine which programs best serve different audiences.

**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.

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The Museum is a regional attraction and the largest natural history museum in Florida. With more than 200,000 on-site visitors annually, more than 100,000 of whom visit from outside the county, the Florida Museum is a major attraction in Alachua County, and is consistently top-ranked on Trip Advisor. We serve the campus and local community, regional day-trip visitors, and guests from around the state, nation, and globe. In addition, traveling exhibits and outreach programs serve more than 100,000 people outside our walls. GPS funds will support on-site exhibits and programs to serve target audiences and draw new audiences, outreach efforts to reach people who might not normally visit the museum, and audience development.

The Museum strengthens Florida's economy. In 2015, the University of Florida's Bureau of Economic & Business Research conducted an economic impact study of the Museum. Their report indicates the Museum had a total economic impact of \$74,218,703 (averaged from 5 fiscal years of data). This is substantial for a cultural organization, especially in rural North Central Florida. In addition, the Museum generates earned income revenue from ticketed exhibits and gift shops that supports various staff salaries, operating costs, sales inventory, marketing, special exhibit lease fees, and exhibit development – all of which feed back into the state's economic engine.

We continue to expand outreach and strive to serve non-traditional audiences. We realize that not everyone visits the Museum or feels at home in such institutions. We have implemented several programs to address this issue, and through targeted programs, admissions assistance, and outreach to non-traditional venues (as described elsewhere, e.g, the Pop-Up Museum and Youth Outreach programs), we expand reach and impact. This continues to be a critical focus for the Museum and is part of our new strategic plan. While our visitor numbers are good for a rural part of the state, we can increase impact with outreach efforts while also expanding on-site audience.

We focus on our mission – to “inspire people to care about life on Earth.” This goal and important world issues (such as cultural heritage, biodiversity, conservation, climate change, water quality) underpin all on-site and outreach programming efforts. Stories such as the beauty and importance of butterflies, Florida's history in deep time, the diversity of the state's rich plant and animal life, the challenges of climate change, the significance of water, Florida's fascinating Native American history—all contribute to a deeper understanding of Florida and the ways people can positively affect its future.

We expect that the exhibits and programs described in this proposal will enhance both our economic and mission-related impact. GPS funds will partially support operating costs that allow us to reach more and more diverse audiences, and to contribute to the region's economic wellbeing.

## **15. Marketing and Promotion**

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

- Billboards
- Brochures
- Collaborations
- Email Marketing
- Newsletter
- Newspaper
- Radio
- Organic Social Media
- Paid Social Media
- Television

### 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?

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The museum's Communications Department manages our formal marketing and promotion. A two-person Digital Communications team handles all website and social media communications, and a two-person Marketing team manages more traditional public relations and media such as TV, radio, billboards, and print media. The team also includes one science writer, two staff photographers, and three graphic designers who spend part of their time contributing to communications efforts. Examples of some of our marketing efforts are attached as Support Materials.

We are fortunate to have a talented team, though their job is big – not only communicating about what we offer to the public, but also showcasing the important research that happens in our scientific division. We have begun to engage more UF students in internships to give us more bandwidth while also providing them with valuable training. These students are allowing us to produce more, and more diverse, media products to reach audience in new ways. For example, student interns have produced YouTube videos on topics such as sustainable practices, water issues, manatee declines, and more.

We also expanded the role of educators in media production. Educators have researched and produced 360-degree virtual museum tours, developed educational videos for some of our youth programs, produced downloadable family/classroom activities, and developed and produced virtual programs. Many of these assets are now “evergreen” and remain available on our website and YouTube channels. This can provide ongoing engagement and have reached thousands more through online access.

And finally, our new strategic plan includes a goal to communicate more effectively with non-traditional audiences – those that do not normally visit museums and may not think to look for museum resources online or through social media. This is an important effort as we strive to better reach and serve such audiences. To date we have focused on increased collaboration with community partners to increase reach and market opportunities. But we also need an overall strategy for marketing to underserved audiences, and that is yet to come.

Budget is of course always an issue, as there is no base funding for marketing in our operating budget and marketing buys can be expensive. Marketing support is part of our proposal budget.



## 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](https://dos.myflorida.com/cultural/info-and-opportunities/resources-by-topic/accessibility). We encourage all applicants to include images in the support materials showing the use of accessibility symbols in marketing materials.

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The Museum is fully ADA-compliant. We work closely with UF's ADA office to ensure compliance. Easily accessible by car and public transportation, we also provide handicap parking, bicycle parking, and drop-off access. Wheelchairs and walkers are available.

We design exhibits for accessibility – physical, visual (font sizes, colors, formats), and intellectual (easy to understand) accessibility. We offer many hands-on opportunities, and personal guides are available upon request. We also include IDEA (inclusion, diversity, equity, accessibility) content in changing exhibits.

The Museum's programs strive for broad accessibility with formats designed to eliminate physical and intellectual barriers. With advance request we provide sign language interpreters. We regularly work with visitors with physical and intellectual disabilities. For people on the autism spectrum, we conduct early open programs (*Museum for Me*) with modified exhibit audio and lighting. Outreach programs target underserved audiences. We continue to seek ways to serve different audiences through new partnerships and programs.

Most of the Museum's website is accessible to W3C Web Content Accessibility Guidelines. Because the site is so large, some older collections-specific pages are not fully accessible. But everything for the public is accessible, and the Museum steadily converts old pages to new formats.

Removing financial barriers is important. General admission is free. We charge only for the *Butterfly Rainforest* and some special exhibitions. To make paid exhibits more accessible, we offer:

- discounts for Florida residents, seniors, children; all is free to UF students
- admissions assistance provides free admission for approved requests
- a sponsorship fund supports free registration to fee-based educational programs for approved requests and community partner organizations
- endowment supports free visits by underserved youth organizations
- private funds provide free admission for cancer patients and families
- free school field trips for all Alachua County fourth grade classes

- national *Museums for All* program provides free (kids) and reduced (adults) admission for families with EBT cards
- national *Blue Star Museums* program provides free summer admission to active-duty military families

The Museum strives to be accessible to people of all backgrounds. Our ethics statement requires staff to treat guests in a nondiscriminatory manner. We offer customer service trainings and hire diverse front-line staff to reflect visitor audiences and languages. An IDEA committee arranges staff trainings and promotes program and exhibit ideas, and IDEA is one of four pillars in the Museum's new strategic plan. As noted, we are expanding outreach to underserved youth. We take these efforts seriously, and continually work toward inclusivity in all programming, both in the Museum and out in the community.

## 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?

Russell Froman, assistant vice president, Office for Accessibility and Gender Equity

## 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? 4/1/2022

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

Yes

No

### 5.1. If yes include here. (500 characters)

The Florida Museum upholds a commitment to diversity, equity, accessibility and inclusion as core values in our research, exhibits, programs and outreach. We seek to create an inclusive environment that values, welcomes and supports all people. We recognize strength in our differences and seek to reflect the communities we serve, where all community members have a role in shaping our mission. Diversity, equity, inclusion and access are critical to the ongoing work of the museum in promoting the understanding of cultural heritage and the natural world.

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

Much of this is addressed above. But in summary, we have focused on other forms of accessibility for a number of years, including:

- Visual accessibility (e.g., all interpretive graphics, video captioning, website)
- Intellectual accessibility (e.g., exhibit writing, marketing/web texts, science writing, program content)
- Admissions accessibility (free general admission and reduced/free admission to ticketed experiences and programs for a wide variety of audiences)
- Outreach efforts (e.g., youth outreach, outdoor programs in parks, Pop-up Museum program, A Scientist in Every Florida School)
- Virtual programming (free and with broad reach)
- Programs for target audiences (e.g., Museum for Me, Girls Do Science)

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

Like many museums, ours has done an admittedly poor job over our 100+-year history to employ diverse staff and attract diverse volunteers and advisory board members. We have taken steps to make change and are making progress.

Efforts in the last 12 months include:

- A staff Campus Diversity Liaison to UF's Diversity Officer participates in campus initiatives.
- IDEA committee (Inclusion, Diversity, Equity, Access): a staff climate survey, staff trainings, new website resources.
- Strategic Plan: A new plan identifies IDEA as one of four major themes; specific goals and objectives include recruiting/hiring, exhibits/programs, marketing.
- Hiring: UF trainings on inclusive hiring resulted in more diverse faculty and staff hires.
- Programs: At least 50% of our programming efforts focus on non-traditional audiences and underserved youth.
- Exhibits: All exhibits on current science issues will include social impacts (e.g., environmental justice).
- Pay: set goal of living wages, paid internships

There is no doubt we have a long way to go to reach our diversity goals. But having identified goals and making progress on them is already redefining who we are.

# 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 Florida Museum of Natural History (formerly known as the Florida State Museum) got its start in 1891 at Florida Agricultural College in Lake City as a teaching collection of minerals, fossils, and human anatomy models. The initial collections grew steadily and when Florida Agricultural College was abolished in 1905, the museum became a part of the newly created University of Florida and moved to the Gainesville campus in 1906. The collections expanded in size and scope, and the museum created exhibitions to reflect collection strengths.

In 1917, Chapter 240.515 of the Florida Statutes formally established the Florida State Museum at the University of Florida. (This statute, renumbered in 2000, is now FS §1004.56.)

By the early 1930s, the museum had acquired nearly half a million specimens and was running out of space. The exhibits were moved and in 1939 opened to the public in the Seagle Building located in downtown Gainesville, where they remained for more than 30 years. The collections continued to grow and space became so critical that planning began for a new building back on campus. Dickinson Hall, which housed both the collections and exhibits, was dedicated in 1971.

In 1988 the Florida State Museum's name was changed to the Florida Museum of Natural History to more accurately reflect its mission.

Continued growth spurred construction of a new exhibit and public education facility, Powell Hall, on the western edge of campus. It joined the Harn Museum of Art and Phillips Center for the Performing Arts in the UF Cultural Plaza. This facility opened in 1998 and continues to be the public-facing home of the museum. Dickinson Hall remains home to most of the museum's scientific collections.

Throughout its history, the Florida Museum has grown in size, quality, and diversity of holdings and offerings. It is the largest collections-based natural history museum in the South. More than 100 years later, the museum remains clearly focused on its state-mandated functions to undertake scientific research, curate collections (now 40+ million strong), develop exhibitions, and conduct educational programs.

## 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.

---

Chartered by the legislature in 1917, the Florida Museum has grown to be one of the top natural history museums in the country. As the collections, staff and activities have grown, so too has the budget. For most of the museum's long history, state funds provided more than 80% of its

operating budget. However in the past 15 years, state funding has declined to 37% in FY21, due in part to state budget reductions. In spite of this decline, the museum's overall budget has continued to grow and has more than doubled in the same time, from roughly \$10 million in FY00 to \$22 million in FY21. FY21 revenue sources are: UF/State (37%); Grants and Contracts (16%); Gifts (15%); Investment Income (24%), Earned Income (5%), and Other UF Income (3%).

Most of the museum's budget is allocated to research and collections efforts. The public side of the museum has a much smaller operating budget – about \$4 million. About 30% is state funded, while earned income, grants, and private funds make up the difference. Grant support is a crucial component of our operations. All GPS funds will be used for the public mission of the museum, and the proposed match is from non-state sources.

The museum works continuously to strengthen and diversify its funding portfolio – increasing private giving; expanding earned income; and garnering continued support from federal, state, local, and foundation grants. In recent years we've worked to establish and increase endowments that support our public-facing efforts, and to date have garnered \$6.8 million in private endowment support. A continued focus on endowment will help achieve long-term sustainability.

In spite of the Museum's growth and increased reliance on non-state funds, it has never operated at a deficit, nor is it permitted to do so as a state agency. GPS funds would help ensure continued programming excellence while we simultaneously continue to strengthen and diversify funding sources for program sustainability. The attached annual report shows where we are today.

### **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?**

---

The museum has several ways of collecting data about the effectiveness of our exhibits, programs, and marketing strategies. These data are used by the museum's executive team, managers, and exhibits, education, and marketing units to inform exhibit, program, and marketing decisions. These data mining efforts include:

- Visitor surveys each spring, summer, and fall provide data to better understand our guests, the purpose of their visits, and how we can better serve them. Staff and UF interns conduct the surveys face-to-face on iPads using Qualtrics, and the Visitor Services manager provides analysis.
- We collect data from visitors purchasing tickets to paid exhibits. Information entered into our point-of-sale program, such as zip codes and how people found out about the museum, help us understand who is visiting and why, and complements the visitor survey data.
- Evaluation is an essential part of the museum's exhibit and program development process. For larger exhibits, we conduct front-end, formative, and summative studies (some online, some in person, using Qualtrics) to inform our design/development process and evaluate the exhibit's success. Programs are similarly evaluated, either in person or online, with feedback used to create, modify and improve programs. For example,



teachers evaluate field trip programs, parents and camp participants evaluate summer camps, and partner organizations evaluate outreach programs.

All evaluation protocols, instruments, and informed consent processes are approved by UF's Institutional Review Board prior to use. In addition to museum investigators, we are fortunate to work with UF students on evaluation initiatives that inform our practice, while also contributing to the museum field broadly.

Programming included in this proposal will benefit from these multiple evaluation methods, and the data produced will inform on-going improvements.

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

We request funding to support exhibition, program, and marketing costs. There are multiple ways we will gauge success, including:

**Exhibitions:**

- Successful contracting, opening of incoming leased exhibitions
- Successful development, construction, installation of in-house exhibitions
- Attendance of at least a 40% visitor capture rate to special exhibitions
- Overall museum attendance that matches or exceeds previous year
- Visitor survey (three times annually) and summative evaluations indicate visitors enjoyed their experience and commented positively on the various exhibits

**Programs:**

- Bookings for at least 80% of scheduled opportunities for out-of-school programs at community partner locations
- Positive evaluations by program participants
- Bookings for school field trip visits that match or exceed previous year
- Attendance at public programs that matches or exceeds past performance

**Marketing:**

- Meltwater report statistics match or exceed previous year reports
- "Likes" and subscriptions to digital platforms matches or exceeds previous year

Visitors report having seen different marketing efforts (a question asked in our three-times-annual visitor survey)

**4. Completed Fiscal Year End Date (m/d/yyyy) \* 6/30/2021**

**5. Operating Budget Summary**

Expenses	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
1. Personnel: Administrative	\$6,719,515	\$7,347,666	\$7,568,096

2.	Personnel: Programmatic	\$7,572,387	\$7,715,301	\$7,946,760
3.	Personnel: Technical/Production	\$2,290,555	\$2,389,899	\$2,461,596
4.	Outside Fees and Services: Programmatic	\$298,517	\$369,709	\$380,801
5.	Outside Fees and Services: Other	\$258,850	\$450,920	\$464,448
6.	Space Rental, Rent or Mortgage	\$97,093	\$88,938	\$91,606
7.	Travel	\$109,091	\$297,190	\$306,105
8.	Marketing	\$220,271	\$297,060	\$305,972
9.	Remaining Operating Expenses	\$3,998,721	\$4,516,265	\$4,651,753
A.	Total Cash Expenses	\$21,565,000	\$23,472,948	\$24,177,137
B.	In-kind Contributions			
C.	Total Operating Expenses	\$21,565,000	\$23,472,948	\$24,177,137
	Income	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
10.	Revenue: Admissions	\$949,460	\$1,283,989	\$1,296,829
11.	Revenue: Contracted Services			
12.	Revenue: Other	\$726,245	\$901,684	\$910,701
13.	Private Support: Corporate	\$8,573,740	\$1,893,909	\$1,912,848
14.	Private Support: Foundation	\$3,509,389	\$3,514,627	\$3,549,773
15.	Private Support: Other	\$366,678	\$370,345	\$374,048

16.	Government Support: Federal	\$5,385,227	\$5,567,825	\$5,623,503
17.	Government Support: State/Regional	\$13,525,873	\$14,096,441	\$14,237,405
18.	Government Support: Local/County	\$238,529	\$131,508	\$132,823
19.	Applicant Cash			
D.	Total Cash Income	\$33,275,141	\$27,760,328	\$28,037,930
B.	In-kind Contributions			
E.	Total Operating Income	\$33,275,141	\$27,760,328	\$28,037,930

## 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."

Of the museum's total budget, most goes towards research and collections efforts. Less than \$4 million supports the public side of the museum, of which about one third is state funds, with the balance coming from earned income, gifts, and grants. Thus the total institutional budget may be misleading as to how much the museum has in the way of resources to support public programming. The GPS support requested in this proposal will be fully allocated to the public side of the museum to support public-facing efforts.

This budget is constructed with actuals from FY21, actuals-to-date plus projection for the final quarter of FY22, and an increase for FY23 of 3% revenue and 1% expense.

Please note the unusually high number for FY21 corporate support is due to an unusual year of support and investment earnings. Since FY22 is not yet closed, we remain conservative in estimates for both FY22 and FY23 based on previous years.

## 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](http://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 \*

### 1.2. Personnel: Programmatic \*

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Partial salaries and fringe benefits for Educators and Front-line staff	\$50,000	\$115,000	\$0	\$165,000
<b>Totals:</b>		<b>\$50,000</b>	<b>\$115,000</b>	<b>\$0</b>	<b>\$165,000</b>

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

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

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Featured exhibit fees	\$50,000	\$25,000	\$0	\$75,000
<b>Totals:</b>		<b>\$50,000</b>	<b>\$25,000</b>	<b>\$0</b>	<b>\$75,000</b>

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

**1.6. Space Rental (match only) \***

**1.7. Travel (match only) \***

**1.8. Marketing \***

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Marketing buys	\$50,000	\$10,000	\$0	\$60,000
<b>Totals:</b>		<b>\$50,000</b>	<b>\$10,000</b>	<b>\$0</b>	<b>\$60,000</b>

**1.9. Remaining Proposal Expenses \***

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

**\$150,000**

**1.11. Cash Match:**

**\$150,000**

**1.12. In-Kind Match:**

**1.13. Match Amount:**

**\$150,000**

**1.14. Total Project Cost:**

**\$300,000**

**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 \***

**2.2. Revenue: Contracted Services \***

**2.3. Revenue: Other \***

#	Description	Cash Match	Total
1	Earned income (e.g., gift shops, rentals, ticketing, traveling exhibit revenue)	\$150,000	\$150,000
<b>Totals:</b>		<b>\$0</b>	<b>\$150,000</b>

**2.4. Private Support: Corporate \***

**2.5. Private Support: Foundation \***

**2.6. Private Support: Other \***

**2.7. Government Support: Federal \***

**2.8. Government Support: Regional \***

**2.9. Government Support: Local/County \***

**2.10. Applicant Cash \***

**2.11. Total Project Income:**

**\$300,000**

**2.12. Proposal Budget at a Glance**

Line	Item	Expenses	Income	%
A.	Request Amount	\$150,000	\$150,000	50%
B.	Cash Match	\$150,000	\$150,000	50%
	<b>Total Cash</b>	<b>\$300,000</b>	<b>\$300,000</b>	<b>100%</b>
C.	In-Kind	\$0	\$0	0%
	<b>Total Proposal Budget</b>	<b>\$300,000</b>	<b>\$300,000</b>	<b>100%</b>

**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.

**UF requires that we not over-match the grant amount. However, substantial additional funds will support the year's programming efforts (for exhibits, programming, staffing and marketing).**

**Our GPS request includes:**

- **Partial staff salaries and fringe benefits for Educators and Front-line Staff**
- **Featured exhibit fees to bring in exciting, mission-related, state-of-the-art exhibitions, drawing new and repeat audience and keeping our offerings fresh**
- **Marketing expenses to increase reach and expand audience**

**GPS funds will provide some much-needed complementary funding to our earned income streams and allow us to better meet our goals. Marketing dollars will be used for marketing buys such as fees for billboards on Interstate 75, and brochure and rack card distribution at Interstate and Turnpike service plazas and regional hotels. The match for the grant is all from our earned income streams.**



# 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)
UFs State of Florida Substitute W9.pdf	91 [KB]	5/5/2022 11:43:10 AM	<a href="#">View file</a>

### 1.2. Federal 990 Form (most recently completed)

File Name	File Size	Uploaded On	View (opens in new window)
University of Florida substitute for Form 990.pdf	287 [KB]	5/9/2022 8:50:21 AM	<a href="#">View file</a>

## 2. Support materials (required)\*

File	Title	Description	Size	Type	View (opens in new window)
<a href="#">Florida Museum Annual Report.pdf</a>	Florida Museum Annual Report		5021 [KB]		<a href="#">View file</a>
<a href="#">Florida Museum letters of support.pdf</a>	Florida Museum letters of support		877 [KB]		<a href="#">View file</a>
<a href="#">Florida Museum Sample Program Photos 2022.pdf</a>	Florida Museum sample program photos		521 [KB]		<a href="#">View file</a>
<a href="#">Florida Museum Marketing Examples.pdf</a>	Florida Museum marketing examples		9182 [KB]		<a href="#">View file</a>
<a href="#">Florida Museum Accessibility Symbol Examples.pdf</a>	Florida Museum accessibility symbol examples		619 [KB]		<a href="#">View file</a>

### 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](http://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 University of Florida and that all information indicated is true and accurate. I acknowledge that my electronic signature below shall have the same legal effect as my written signature. I am aware that making a false statement or representation to the Department of State constitutes a third-degree felony as provided for in s. 817.155, F.S., punishable as provided for by ss. 775.082, 775.083, and 775.084.

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

Darcie MacMahon

