

In Touch with Communities Around the World

Project Title: Arts Conservatory for Teens General Program Support FYE2024

Grant Number: 24.c.ps.200.177

Date Submitted: Friday, May 27, 2022

Request Amount: \$68,000.00

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: Arts In Education


Funding Category: Level 2

Discipline: N/A

Proposal Title: Arts Conservatory for Teens General Program Support FYE2024

B. Contacts (Applicant Information) Page 2 of 12

Applicant Information

- a. Organization Name: In Touch with Communities Around the World 
- b. DBA: Arts Conservatory for Teens
- c. FEID: 46-0918503
- d. Phone number: 727.346.8223
- e. Principal Address: 1111 18th Ave S St. Petersburg, 33705
- f. Mailing Address: Post Office Box 35424 St. Petersburg, 33705
- g. Website: www.artsconservatoryforteens.org
- h. Organization Type: Nonprofit Organization
- i. Organization Category: Community Organization
- j. County: Pinellas
- k. UEI: Y8QPK1WCAA71
- l. Fiscal Year End Date: 08/31

1. Grant Contact *

First Name

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Last Name

Felder

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2. Additional Contact *

First Name

Carlos

Last Name

Navedo

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3. Authorized Official *

First Name

Alex

Last Name

Harris

Phone 706.402.3367

Email alex@artsconservatoryforteens.org

4. National Endowment for the Arts Descriptors

4.1. Applicant Status

Organization - Nonprofit

4.2. Institution Type

None of the above

4.3. Applicant Discipline

Multidisciplinary

C. Eligibility Page 3 of 12

1. What is the legal status of your organization?

- Florida Public Entity
- Florida Nonprofit, Tax-Exempt

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

- Yes (required for eligibility)
- No

3. Project start date: 7/1/2023 - 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. Does your organization have an arts education mission and primarily conduct arts in education programming?

- Yes (required for eligibility)
- No

D. Quality of Offerings Page 4 of 12

1. Applicant Mission Statement - (500 characters) *

The mission of the Arts Conservatory for Teens is to educate, empower, and enrich the lives of youth and teens through arts education in order to foster healthy, productive, and responsible citizens.

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.

The Arts Conservatory for Teens (ACT) serves youth 11 - 18 years old from low-to-moderate income neighborhoods throughout St. Petersburg. We provide arts education classes in acting, dance, musical theater, and visual arts to students at all skill levels of their artistic journey. All programming is provided via scholarships or for a nominal registration fee.

The Arts Magnet Program (AMP) is our largest program which takes place at four Title 1 middle schools where nearly 100% of students qualify for free and/or reduced lunch. ACT provides before school programs for students who are usually at the beginner level of artistic skill development. We also offer Impact Rallies at each of these schools, which are outdoor events open to the entire student body that inspire creativity and community with live music, dancing, and singing.

Outside of our school-based programs, ACT provides after school classes for youth at the Enoch Davis Center, a city-led recreation center in south St. Petersburg. Students also have access to field trips to local art galleries and complimentary tickets to theatrical experiences in the community.

ACT serves high school students who are at an intermediate-advanced level of artistic skill development through our Young Creators Alliance (YCA). This is an audition-based program that engages students interested in future careers as part of the creative workforce. YCA students have the opportunity to learn from and be mentored by arts industry professionals such as Broadway performers, musical theater experts, arts administrators, and stage managers. YCA students also have access to ACT's Summer Intensive, a 3-week camp where students take a deep dive into what it takes to be a professional working artist in today's creative workforce.

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.

Our programming goals are as follows:

Goal 1: To provide students with access to arts programming, training, and mentoring

Goal 2: To provide high quality training to local youth in various arts disciplines

Goal 3: To provide guidance to students interested in joining the creative workforce after graduation

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"

Based on our goals, our objectives are as follows:

Objective 1:

- **Provide classes in accessible geographic locations including at least 4 schools and 1 local neighborhood recreation centers**
- **Provide scholarship funds for 75% of ACT students who otherwise would not be able to continue their creative education**

Objective 2:

- **Offer classes in no less than 4 artistic disciplines**
- **Hire at least 6 teaching artists to ensure students are meeting ACT's high standards for arts education**

Objective 3: Provide artistic mentors to the number of students that identify an interest in pursuing careers in the creative workforce

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.

We will achieve our programming goals and objectives with the following activities:

Activities 1:

- **Partner with Title 1 Pinellas County Schools and south St. Petersburg recreation centers to offer before and after school arts programming for students**

- **Secure scholarship funding for students by fundraising through individual donors, corporate partners, and grants**

Activities 2:

- **Offer classes in the disciplines of visual arts, musical theater, acting, and dance**
- **Host showcases/performances so students can share with family, friends, and educators what they have learned as an ACT student**

Activities 3: Connect interested students with artist mentors for the purpose of educating the next generation of the creative workforce

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.

Our partnership with Pinellas County Schools provides arts education programming at four Title 1 middle schools. Students benefit from the positive experience during out-of-school time that replaces unsupervised time when parent(s) cannot always be home. ACT provides instructors and all materials/equipment to conduct classes. The schools provide space and a point of contact to facilitate the classes.

ACT has a Memorandum of Understanding with the City of St.Petersburg by which the city provides use of the Enoch Davis Recreation Center (classrooms and an auditorium) for arts education at no cost. Students benefit from having a space in their neighborhood for after-school programs; the City benefits from having their facility busy on a regular basis; and ACT benefits in keeping overhead low as the City does not charge ACT for use of the facility.

We have partnerships with other arts organizations in our community that allows ACT students to experience the arts through field trips as well as opportunities to perform and exhibit their work. These partner organizations include the St. Pete Arts Alliance, MLK Day of Service, Carter G. Woodson African American Museum, the Hermitage, and the Studio@620.

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?

10

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

186

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

868

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

4,650

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

220

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?

33

6.2. Number of Florida artists directly involved?

21

Total number of individuals who will be engaged?

5771

7. How many individuals will benefit through media?

100,000

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) *

- 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)

8.3. Underserved/Distinct Groups: *

- Individuals below the Poverty Line

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.

ACT strategically focuses programming in areas of our community where accessible arts education for youth has been historically unavailable. This focus has developed partnerships with four Title I middle schools where ACT runs its Arts Magnet Program: Tyrone Middle School, John Hopkins Middle School, Largo Middle School, and Oak Grove Middle School. The average demographic breakdown of these schools is as follows:

- Black: 32%
- White: 35%
- Hispanic: 25%
- Other: 8%

In addition, an average of 62% of students qualify for free or reduced lunch.

ACT also provides programming at the Enoch Davis Recreation Center in south St. Petersburg. This includes zip codes 33705, 33712, 33701, and 33711. According to US Census data, these areas are geographically segregated areas of concentrated poverty that lack access to transportation (and a myriad of other inequities) for an area of the city that largely consists of communities of color. Residents within this south St. Petersburg radius identify as follows:

- Black - 87%
- Asian - 7.7%
- White - 2.5%

Our programming for high school students is open to students from across the county and is not necessarily connected to a specific school or community space. We do not have as detailed demographic statistics for this program, however, many of our students in the high school program first learn about ACT through our middle school programming, so the demographic data typically runs parallel for both programs.

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.

Dr. Alex Harris is the CEO and co-founder of ACT and a working musician, vocalist, and entertainer. With over 25 years of experience in the performing arts industry, Dr. Harris leverages his network to provide unique opportunities for ACT students including the previously mentioned mentoring. In recent years, students have learned from American Ballet Theatre Principal Dancer, Calvins Harris, III; Anthony Murphy, who recently toured as the Genie in Disney's Aladdin; the touring company of Hamilton; and the cast of Greenleaf, a TV show on the OWN network.

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

Pinellas

12. What counties does your organization serve?

Pinellas

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.

As the status of the COVID-19 pandemic has changed, ACT's middle school arts education classes have returned to in-person, as we are following the direction of Pinellas County Schools.

Our virtual classes are largely for our high school students. Young Creators Alliance went virtual in 2020 and is a hybrid program in 2021 with some in-person opportunities as well as virtual meetings and classes. The virtual component has remained to allow for the flexibility in providing more opportunities for youth to interact with professional artists, especially those that live outside of the Tampa Bay area.

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.

The Arts & Economic Prosperity 5 (AE5) study conducted by Americans for the Arts in 2017 (which is the most recent study) revealed that the arts in Pinellas County generates \$241 million in economic total activity and supports over 7,200 full-time equivalent jobs. Using the AE5 calculator, ACT can determine that its economic impact is as follows:

- 27 Full-time equivalent jobs
- Over \$75,000 in dollars received by the local and state governments as a result of the expenditures made by ACT and/or its audiences.
- Nearly \$590,000 in dollars paid to community residents as a result of the expenditures made by ACT and/or its audiences.

As an organization, we believe we are helping develop the young people who will be the future leaders in our communities. We are using the arts to lay that foundation and teach life lessons that will benefit not only our students, but our community as well.

Academically, ACT students excel beyond their peers: ACT participants have a 100% high school graduation rate compared to an overall graduation rate in Pinellas County of 92% and an average graduation rate of 84% for minority students. Additionally, our evaluation efforts have found that after participation in ACT:

- 97% of students feel they have improved their academic potential
- 83% of students feel they have improved their problem solving and emotional intelligence
- 96% feel they have improved their leadership potential
- 90% of ACT students achieve their preferred college placement

These statistics highlight that ACT is not only an arts education program. It is also helping to educate the whole child, for life, and using arts and creative expression as the medium to teach these important skills.

15. Marketing and Promotion

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

- Brochures
- Collaborations
- Email Marketing
- Newsletter
- Newspaper
- 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?

ACT works with the local public relations firm Soul Media for marketing and promotion needs.

Social Media/Electronic Communications

Soul Media provides social media support as well as tactical support for electronic communications and website design/maintenance. The ACT Facebook and Instagram pages have more than 8,500 followers. YouTube is also an important platform for showcasing ACT students and supporters. ACT currently has over 40 videos on YouTube featuring “A Day in the Life of ACT,” community projects, video projects produced by ACT students, and testimonials from ACT supporters. ACT also sends a monthly electronic newsletter to an email list of over 3,000 subscribers.

Print & TV

ACT leadership works in conjunction with Soul Media to pitch stories to print and television outlets. Recent successes have included ACT Co-Founder and CEO, Alex Harris, featured on the local morning show, Great Day Live Tampa Bay. He is a frequent guest on the show and at times brings ACT students with him to discuss the value of arts education. In print, ACT has been featured in The Weekly Challenger (serving south St. Petersburg) and the Tampa Bay Times.

Marketing Materials

The ACT website markets class offerings and provides a place for parents and students to request additional information. We also distribute our materials via email, which is a helpful tool when advertising our specialized sessions such as our Summer Intensive.

All of these combined efforts work together to help ACT grow the number of youth served on an annual basis. In addition, in spring 2020, ACT hired its first Director of Development. This staff hire has led to expansion of dollars raised, increased attendance at ACT events and performances, and more students served than in previous years. Adding this role to the ACT staff has grown our organization's capacity for the better.

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.

ACT is fortunate to have relationships with the City of St. Petersburg and Pinellas County Schools, which is where the majority of ACT programming takes place. ACT works closely with the City and County staff to ensure accessibility measures are up to date for any and all people who wish to take classes and/or attend performances. Because these are public facilities they are required to be ADA compliant. Similarly, ACT works with a number of arts organizations that also receive grant funding from the state. Because all organizations are held to the same standard, accessibility is always part of the planning process when discussing collaborations.

We also feature the accessibility symbol on the homepage of our website along with the following statement:

ACT is committed to ensuring equitable access for people with disabilities or physical challenges. We continuously evaluate and improve the experiences of our students, teaching artists, employees, and visitors and apply relevant accessibility standards.

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?

Carlos Navedo

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? 2/1/2022

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

- Yes
- No

5.1. If yes include here. (500 characters)

At ACT, diversity, equity, and inclusion have always been the core of our existence, providing cultural, educational, and creative workforce equity to our students, teaching artists, and employees. Together, we continue to build a culturally equitable community for all people regardless of age, race, ethnicity, gender, sexual orientation, socioeconomic status, faith or not, levels of learning, or physical abilities. We believe that all are created equal and should be granted equitable access to excel to the highest of each person's ability.

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

Financial resources and geography are two of the most prevalent barriers to arts education for the youth ACT serves. Our initiatives with the Title 1 schools as well as the programming offered at the Enoch Davis Center are intentional choices as an organization. We work with each of these entities so students who do not have geographical and/or financial access to arts programming can still participate. Our classes are free of charge for these students and are funded by arts education grants and private donors.

We are also working to ensure language is not a barrier to our programming. Currently, all of our print marketing materials are available in Spanish, and we are working to make our website available in both Spanish and English by the end of 2022.

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

ACT's co-founders are two African American men with deep ties to the local community. The remainder of our staff consists of 1 man and 3 women; half of these individuals are Hispanic and half are Caucasian.

We currently have 5 teaching artists - 3 men and 2 women. Of our 5 teaching artists, three are African American and two are caucasian.

The ACT Board is composed of 6 men and 4 women who identify as follows:

- **4 Caucasian men**
- **1 African American male and 1 Indian male**
- **2 Hispanic women, 1 Caucasian woman, and 1 African American woman**

ACT volunteers are recruited by our Program Manager. Parents of ACT students often serve as volunteers and, therefore, the demographics are similar to those of our students.

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.

In 2012, two creative thought leaders, Dr. Alex Harris and Herbert Murphy, founded the Arts Conservatory for Teens. Harris and Murphy together have more than 40 years of experience in the arts, youth development and philanthropy. Seeing the issues facing teens in our community, and being performing artists themselves, the two men developed a curriculum that equips teens to engage in the arts and better prepare them for life and career after high school.

As the organization has grown, ACT has developed programming to engage a wider range of students: we now serve both middle and high school students, students both in and outside of the school setting, and students at all levels and stages of their artistic development. What has not changed, however, is our commitment to breaking down barriers and connecting students to the arts and creative expression to ensure anyone that wants to further their artistic development can do so.

Our relationship with the City of St. Petersburg has been instrumental in our success. They were first to provide space to conduct programming when ACT started 10 years ago. This relationship still stands, and the City still allows us to use their facilities free of charge.

ACT will celebrate its 10 year anniversary at the end of 2022, and is proud to have impacted more than 5,000 middle and high school students' lives.

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.

As we emerge from the pandemic, our organization budget reflects returning to in-person classes and activities, and therefore an increase in revenue and expenses.

We have a solid staff in place (Personnel: Admin) to complete the activities laid out in the grant proposal as well as continue on after the grant period. This includes our CEO, Development Director, and Administrative Assistant. We also have a strong programming staff (Personnel: Programmatic) with our Program Manager who oversees our teaching artists, YCA Coordinator, Summer Intensive Artistic Director, and interfaces with the schools ACT serves.

Other fees and services are related to the vendors we use to deliver on our mission. This includes the public relations firm ACT works with, teaching artists, AV vendors for performances, community events hosted by ACT to expand our reach, and program supplies. The space rental expenses are related to the venues we use to host the summer intensive.

ACT's revenue streams are also solid, which is a credit to our new Director of Development. With his help, we have been able to increase and meet our revenue goals. In addition to the state of Florida, ACT's main sources of revenue are corporate sponsorships, special events, grants, two local community foundations, the City of St. Petersburg, and individual donors. We anticipate funding from each of these sources will remain strong moving into the next fiscal year.

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?

ACT works to incorporate both qualitative and quantitative evaluation to help determine if our goals and objectives are achieved. ACT's Arts Program Manager leads the evaluation efforts and targets ACT students, parents, and teaching artists.

Quantitative

ACT uses surveys to obtain feedback from youth served through arts education programming. Teaching artists administer the surveys, which are provided at the start and end of the school year. ACT leadership reviews the surveys to determine any changes needed for the following year.

ACT also uses a third-party evaluator to quantitatively measure impact in the following areas:

- Graduation rate
- College placement rate
- Problem-solving & emotional intelligence
- Academic potential
- Leadership potential
- Acquisition of skills in the arts

Results are compiled every two years and reports are provided to ACT leadership. Data is used to measure outcomes and make recommendations and decisions for future programming.

Qualitative

We also conduct less formal observation and conversations with teaching artists and parents to get another perspective on programming. We are interested to hear if they have seen any positive changes in their students and/or children. Lastly, we hold informal conversations with students to get their perspective on their own personal progress while taking classes with ACT.

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

We will deem our program successful when the following criteria are met:

- Classes are full and all students who have expressed an interest in participating have the opportunity to do so
- ACT is consistently offering high quality arts education and mentoring by using local teaching artists and industry professionals
- Relationships with schools have continued with the opportunity to serve more students
- Evaluations show that not only are students enjoying their artistic development, but they are excelling academically and in their communities

4. Completed Fiscal Year End Date (m/d/yyyy) * 8/31/2021

5. Operating Budget Summary

Expenses	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
1. Personnel: Administrative	\$120,000	\$141,439	\$145,682
2. Personnel: Programmatic	\$120,132	\$140,866	\$145,091
3. Personnel: Technical/Production			
4. Outside Fees and Services: Programmatic	\$157,940	\$350,624	\$361,142
5. Outside Fees and Services: Other	\$9,600	\$18,200	\$19,346
6. Space Rental, Rent or Mortgage	\$3,600	\$6,500	\$6,695
7. Travel	\$7,300	\$4,000	\$4,120
8. Marketing	\$3,000	\$2,700	\$2,781
9. Remaining Operating Expenses	\$32,615	\$47,125	\$48,538
A. Total Cash Expenses	\$454,187	\$711,454	\$733,395
B. In-kind Contributions	\$20,000	\$20,000	\$20,000

	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
C. Total Operating Expenses	\$474,187	\$731,454	\$753,395
Income			
10. Revenue: Admissions			
11. Revenue: Contracted Services			
12. Revenue: Other	\$275,000	\$264,272	\$273,250
13. Private Support: Corporate		\$175,000	\$180,250
14. Private Support: Foundation		\$72,500	\$74,675
15. Private Support: Other	\$127,500	\$190,000	\$195,700
16. Government Support: Federal			
17. Government Support: State/Regional	\$38,000		
18. Government Support: Local/County	\$15,000	\$15,000	\$15,000
19. Applicant Cash			
D. Total Cash Income	\$455,500	\$716,772	\$738,875
B. In-kind Contributions	\$20,000	\$20,000	\$20,000
E. Total Operating Income	\$475,500	\$736,772	\$758,875

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."

As previously described, our budget increase from last fiscal year to this fiscal year represents our move back to in-person activities and classes. We have incurred more expenses than what we were spending when we were hosting classes virtually.

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	Director of Development	\$30,000	\$40,000	\$0	\$70,000
2	CEO	\$0	\$85,000	\$0	\$85,000
Totals:		\$30,000	\$125,000	\$0	\$155,000

1.2. Personnel: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Program Manager	\$28,000	\$27,000	\$0	\$55,000
Totals:		\$28,000	\$27,000	\$0	\$55,000

1.3. Personnel: Technical/Production *

1.4. Outside Fees and Services: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Teaching Artists	\$10,000	\$10,000	\$0	\$20,000
Totals:		\$10,000	\$10,000	\$0	\$20,000

1.5. Outside Fees and Services: Other *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	AV Vendor	\$0	\$15,000	\$0	\$15,000
2	Soul Media (PR Firm)	\$0	\$12,000	\$0	\$12,000
Totals:		\$0	\$27,000	\$0	\$27,000

1.6. Space Rental (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Enoch Davis Center	\$0	\$20,000	\$20,000
2	Summer Intensive Venues	\$6,000	\$0	\$6,000
Totals:		\$6,000	\$20,000	\$26,000

1.7. Travel (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Van Transportation for students	\$2,500	\$0	\$2,500
Totals:		\$2,500	\$0	\$2,500

1.8. Marketing *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Promotional Materials (print)	\$0	\$4,000	\$0	\$4,000
2	Paid Social Media Advertising	\$0	\$3,000	\$0	\$3,000
Totals:		\$0	\$7,000	\$0	\$7,000

1.9. Remaining Proposal Expenses *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	utilities, phone, internet, supplies	\$0	\$22,000	\$0	\$22,000
Totals:		\$0	\$22,000	\$0	\$22,000

1.10. Amount of Grant Funding Requested:

\$68,000

1.11. Cash Match:

\$226,500

1.12. In-Kind Match:

\$20,000

1.13. Match Amount:

\$246,500

1.14. Total Project Cost:

\$314,500

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	Champions for ACT Breakfast	\$86,100	\$86,100
Totals:		\$0	\$86,100

2.4. Private Support: Corporate *

#	Description	Cash Match	Total	
1	Tampa Bay Rays	\$20,000	\$20,000	
2	First Home Bank	\$20,000	\$20,000	
Totals:		\$0	\$40,000	\$40,000

2.5. Private Support: Foundation *

#	Description	Cash Match	Total	
1	Pinellas Community Foundation	\$20,000	\$20,000	
2	Community Foundation Tampa Bay	\$10,000	\$10,000	
Totals:		\$0	\$30,000	\$30,000

2.6. Private Support: Other *

#	Description	Cash Match	Total	
1	Individual Donations	\$35,400	\$35,400	
Totals:		\$0	\$35,400	\$35,400

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	\$15,000	\$15,000	
2	Creative Pinellas	\$20,000	\$20,000	
Totals:		\$0	\$35,000	\$35,000

2.10. Applicant Cash *

2.11. Total Project Income:

\$314,500

2.12. Proposal Budget at a Glance

Line	Item	Expenses	Income	%
A.	Request Amount	\$68,000	\$68,000	22%
B.	Cash Match	\$226,500	\$226,500	72%
	Total Cash	\$294,500	\$294,500	94%
C.	In-Kind	\$20,000	\$20,000	6%
	Total Proposal Budget	\$314,500	\$314,500	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)
ACT Sub W9 2022.pdf	33 [KB]	5/16/2022 5:41:18 PM	View file

1.2. Federal 990 Form (most recently completed)

File Name	File Size	Uploaded On	View (opens in new window)
2020 - 990.pdf	3828 [KB]	5/27/2022 10:24:57 AM	View file

1.3. Educational Materials

File Name	File Size	Uploaded On	View (opens in new window)
Young Creators Alliance 2022_2023 Season.pdf	95 [KB]	5/26/2022 1:48:40 PM	View file

2. Support materials (required)*

File	Title	Description	Size	Type	View (opens in new window)
Summer Intensive 2021 Class.jpg		Students and Teaching Artists from ACT's Creative Workforce Summer Intensive 2021	171 [KB]		View file
Summer Intensive Showcase 2.jpg		ACT students performing at the summer 2021 showcase	106 [KB]		View file
Dancer-CFAB.jpg		ACT dancer performing at April 2022 fundraising breakfast	246 [KB]		View file
Champions for ACT Breakfast 2.jpg		CEO, Dr. Alex Harris, and ACT students performing at the finale of the April 2022 Champions for ACT breakfast	216 [KB]		View file
Season Brochure Spanish.pdf		ACT's most recent brochure in Spanish	1107 [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 In Touch with Communities Around the World 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)

Alex Harris

