

Armour Dance Theatre, Inc.

Project Title: General Program Support 2023

Grant Number: 24.c.ps.200.309

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: Arts In Education


Funding Category: Level 3

Discipline: N/A

Proposal Title: General Program Support 2023

B. Contacts (Applicant Information) Page 2 of 12

Applicant Information

- a. Organization Name: Armour Dance Theatre, Inc. 
- b. DBA: Armour Dance Theatre
- c. FEID: 59-6163957
- d. Phone number: 305.667.5543
- e. Principal Address: 5818 SW 73rd Street South Miami, 33143-5210
- f. Mailing Address: 5818 SW 73rd Street South Miami, 33143-5210
- g. Website: www.armourdance.org
- h. Organization Type: Nonprofit Organization
- i. Organization Category: Other
- j. County: MiamiDade
- k. UEI: NBGPK3CL81C9
- l. Fiscal Year End Date: 06/30

1. Grant Contact *

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2. Additional Contact *

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3. Authorized Official *

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4. National Endowment for the Arts Descriptors

4.1. Applicant Status

Organization - Nonprofit

4.2. Institution Type

School of the Arts

4.3. Applicant Discipline

Dance

C. Eligibility Page 3 of 12

1. What is the legal status of your organization?

- Florida Public Entity
- Florida Nonprofit, Tax-Exempt

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

- Yes (required for eligibility)
- No

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

- Yes (required for eligibility)
- No

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

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

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 Armour Dance Theatre formerly known as Thomas Armour Youth Ballet is to create a pathway to educational and professional opportunities, for the youth of Miami-Dade County, through the study and performance of dance.

OBJECTIVES

- Serve youth regardless of income level.
- Reflect the diversity of the community in all programming.
- Facilitate the removal of obstacles that may impede success.
- Offer inclusive programming for youth with or without disabilities.

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.

Armour Dance Theatre (ADT) uses the art form of dance as a pathway to artistic and academic excellence and success. ADT's programming takes a holistic approach, bridging gaps in advantage and accessibility, and creating opportunities and choices.

Quality dance training is delivered to 1000 children, ages 5-18 years, at 5 sites across Miami-Dade County. Classes are taught by highly respected teaching artists. In addition, 600 students are on scholarship. Elementary-level students learn the building blocks of dance, focusing on alignment and technique. Intermediate and advanced classes build on previous core skills, adding artistry and complexity to each level. The study of dance instills life skills of discipline, focus, tenacity, teamwork, and delayed gratification.

Through dance, ADT is uniquely positioned to impact the lives of the children served. ADT works to help students access high-performing schools through the public-school magnet programs and ultimately attain a college degree, a post-secondary education, or a contract with a professional company.

At the four community program sites ADT offers free after school programs to 400 elementary age students. In addition to daily dance classes in ballet, tap, modern, hip hop, African, and musical theatre, students receive:

- Literacy classes
- Homework assistance
- Social-emotional learning, including weekly group therapy.
- Performance opportunities
- Nutrition
- Coaching to prepare students for magnet school dance auditions

In the summer, programs are expanded into all day camps that offer additional dance genres of Bollywood, line dancing, flamenco, and contemporary. Music, art, math, and enrichment activities are also incorporated.

At the main Academy, ADT offers exceptional dance training at affordable rates. Genres include ballet, modern, hip-hop, and musical theater. Over 200 students receive need-based scholarships every year and benefit from:

- Performance opportunities
- Coaching to prepare students for magnet school dance auditions
- Opportunities for summer intensive study with professional dance companies
- College mentoring

ADT works to maximize each child's potential, resulting in artists who are educated, contributing members of our community, and role models for the next generation.

In 2019, ADT was named a nationally accredited organization by the Accrediting Commission for Community and Pre-collegiate Arts Schools.

2.1. Programming Goals (2000 characters)

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

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

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

The long-term goal of Armour Dance Theatre (ADT) programming is to use an arts education in dance to address the historic inequities and generational poverty that minimize opportunities and options for many children and their families in Miami Dade County. The inequities to be addressed include:

- The lack of affordable, accessible, quality dance classes.
- Limited access to competitive, high-performing dance magnets in the Miami Dade County Public School system.
- Academic gaps that follow a child throughout their academic career.
- Challenges that become obstacles to success due to lack of resources.

Short term goals of ADT's Arts and Academic programming include:

- Improve the lives of children in Miami Dade County by providing accessible, no-cost, quality arts programming in multiple dance genres across the community.
- Facilitate entrance to high-performing K-12 Public or Charter schools followed by high school graduation and a path forward. This is accomplished through rigorous after-school programming, audition preparation, and college mentoring.
- Create a path to professional opportunities through college, post-secondary education resulting in the ability to earn an income that changes financial status going forward.

- Close any academic gaps by the second grade through a year-round solid educational program that includes literacy and math skills.
- Empower students with emotional intelligence and regulation skills through a mental health and mindfulness component.
- Identify and address mental health needs through weekly group therapy and a referral system.
- Remove obstacles in the path to the child's success through our network of community partners.
- Create a path to professional opportunities for those wishing to pursue a career in dance.
- Reflect the diversity of our community in all materials, marketing, programming, and performances.

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"

1. At least 90% of participating students will make a meaningful improvement in dance skills for both the school year and summer camp weeks resulting in their ability to gain access into magnet dance programs.

Meaningful improvement is defined as students acquiring the basics skills outlined in ADT's age specific Monthly Skills Checklist.

2. At least 85% of participating students will make a meaningful improvement in their reading skills between pre & post-assessments for both the school year and summer camp weeks.

Meaningful improvement is defined as one of the following based on pre-test level of the ORF and IMaze assessments: - Participants at the "frustrational" level improve to "instructional" or "mastery" level. - Participants at the "instructional" level improve to "mastery" level. - Participants at the "mastery" level remain at the "mastery" level.

3. At least 85% of participating students will make meaningful improvement in social-emotional learning based on their level at pre-test for both the school year and summer camp weeks.

Meaningful improvement is defined as an increase of .41 points (Minimum Detectable Effect) from the pre-test to the post-test OR maintaining a score of three (3) or more.

2.3. Programming Activities (2000 characters)

Please list the project or program activities.

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

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

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

Activities at the four Community Program sites:

Programs reach 400 students in in low-income neighborhoods with limited access to quality dance education.

1. Dance- 5 classes/wk in the school year and 15 classes/wk in the summer:

- Ballet, tap, hip-hop and musical theater classes that develop technique, alignment, a universal dance vocabulary, strength, flexibility, and musicality.
- Classical curriculum is enriched in the summer by the addition of other genres.
- Private coaching for 5th grade students auditioning for magnet schools.

2. Academic- 4 classes/wk in the school year and summer:

- Literacy
- Homework Assistance

3. Social-Emotional Literacy (SEL)

- Daily meditation practice.
- "Hello, Let's Pause, Goodbye"- a set of breathing and tapping exercises to help students, relax, refocus, and practice emotional regulation.
- "Group Talk" weekly group therapy sessions led by licensed clinicians.
- Conscious Discipline approach for student behavior management and staff training.
- Partnering with Mental Health professionals to identify, evaluate and access resources for children dealing with undiagnosed disabilities and/or chronic trauma.

After school programs are delivered for 42 wks, 5 days/wk, for 3-4 hours after school.

4. Additional Summer Camp activities: In addition to daily dance classes, students will participate in:

- Math
- Art
- "Stomp" style music
- Sewing/Fashion Design
- Field Trips

Summer Camp is delivered for 8 weeks, 5 days/wk, for 8 hours, with free early drop off and aftercare.

Activities at the Academy:

The Academy reaches 600 students with 35% on scholarship.

1. Dance classes in ballet, modern, hip hop, and musical theater. Level and frequency are based on student age.

2."Next Steps" program: Community Program graduates and students with limited resources have access to scholarships to continue advanced training as well as preparation for middle, high school, and college audition process. Transportation assistance is offered to the families.

3. College Mentoring.

4. Summer in NYC: ADT covers food, lodging and tuition in NYC for students to participate in professional summer intensives.

Activities across all five sites:

1. Performance Opportunities

- Classroom viewing weeks.
- The Nutcracker Ballet.
- Community Festivals and Collaborations.
- Spring Concert.
- End of year performances at all sites.

2. Obstacle Removal: Creates a crucial safety net through community partnerships to assist families experiencing hardship.

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.

Obstacle removal component:

Beyond the skills learned through dance, ADT maximizes each child's potential by identifying obstacles to success and working to remove them. Obstacles may include academic challenges, transportation, housing insecurity, immigration, medical/mental health care, sexual identity issues, food insecurity and exposure to violence. For decades, we have engaged organizations, professionals and government agencies. These community partners are a crucial piece of the "success puzzle".

Partnership and Collaborations:

Community Program Sites partner: Miami Dade County Public Schools

Mental Health: Institute for Child and Family Health

Life Skill Workshops: Hope for Miami, Kristi House,

Housing: Thelma Gibson Health Initiative

Rehab/Injury: Polestar Pilates

Gender/Sexual Orientation: Yes Institute

Grief: Children's Bereavement Center

Academic Success: Project Rise, FIU Reading Explorers, America Reads

Legal: Legal Services of Greater Miami

Inclusion: Advocacy Network on Disabilities

Transportation: MDT Disadvantaged Program

Nutrition: Miami Dade County Public Schools

Program Supplies: The Education Fund

Performance: New World School of the Arts, Miami Dade Auditorium, Sanctuary of the Arts

Arts Community Partners: Arsht PAC/Ailey Camp, Miami City Ballet

DEI: MoBBallet- ADT will co-host a Symposium M.I.A. "Drafting a New Blueprint for Ballet". To learn more go to: MOBBallet.org

In addition to these institutional partners, ADT has strong relationships with individual professionals that are willing to offer services at no-cost or reduced cost to ADT families.

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?

25

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

45

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

5,900

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

6,900

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

4,000

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?

50

6.2. Number of Florida artists directly involved?

48

Total number of individuals who will be engaged?

16850

7. How many individuals will benefit through media?

446,000

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
- Other racial/ethnic group

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

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

8.3. Underserved/Distinct Groups: *

- Individuals with Disabilities
- Individuals below the Poverty Line
- Individuals with Limited English Proficiency
- Youth at Risk
- Other underserved/distinct group

9. Describe the demographics of your service area. (2000 characters)

Demographics are distinct characteristics of a population. Examples include but are not limited to: age, race, ethnicity, religion, gender, income, family status, education, veteran, disability status, and employment.

850-1,000 children will be served across 5 sites (600 on scholarship).

Ages: 5 years through 21. 93% female/ 7% male

Populations and Neighborhoods:

Morningside K-8 Academy, est.2000

6620 NE 5TH Ave Miami, FL 33138. Families served are 71% Haitian American. 23% are Hispanic. 89% qualify for free lunch. Gentrification threatens this neighborhood.

Robert Russa Moton Elementary, est. 2004.

18050 Homestead Ave Miami, FL 33157. Families served are 92% African American. 7% are Hispanic. Only 30% reach levels of proficiency in reading and math. 98% of students qualify for free lunch.

Pine Villa Elementary, est. 2021 (Originally in the West Grove since 2002)

21799 SW 117th Ct, Miami, FL 33170. Families served are 90% African American and 10% Hispanic. 92% qualify for free lunch.

Miami Gardens Elementary, est. 2011

4444 NW 195 Street Miami, FL 33055. Families served are 44% African American and 55% Hispanic. 91% qualify for free lunch.

ADT Main site established 1960

5818 SW 73 Street Miami, FL 33143. Families served are 60% Hispanic, 24% Caucasian, 15% African American, 1% Asian.

Selection is based on a child's desire to learn dance, not by audition nor body type. ADT's programming is inclusive, meeting the needs of children regardless of income, race, ethnicity, gender identity, ability, or body type.

The programs are enhanced by Advocacy Network, including training for staff, and onsite evaluations. A Sensory Friendly Nutcracker performance is presented for children with Autism Related Disorders and families. ADT has worked to serve children in the Foster Care system as well as families experiencing housing insecurity.

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.

- 3 performances of the Nutcracker for school children, with a sensory-friendly performance for children with Autism Spectrum Disorder, plus 1 public performance.
- Tap and Hip Hop teams perform at community/family festivals.
- Collaborations with youth-based musical groups.
- 20 onsite performances across 5 sites for families.
- Annual Spring concert features advanced students in ballet, tap, hip hop, contemporary and jazz. Alumni, now in professional companies, return as guest artists.
- Young Talent Big Dreams event
- 5 Master Classes free and open to the entire dance community.
- Since April of 2020, virtual reach has become a part of almost every event, including all onsite performances and master classes. Virtual Nutcracker and spring concert performances are streamed publicly through Youtube.
- The individuals who will benefit from media number comes from reports we received from Google Ads campaigns, PR campaigns, an average of how many listeners there are on WLRN when we are running ads, and analytics from social media and our website.
- ADT is unique in the following ways:
 1. A “whole child” approach is taken, going beyond the traditional classes in dance to address inequities that may impede the trajectory of success.
 2. ADT's performances and audiences reflect the diversity of our community. Our goal is that every child in the audience can see someone who looks like them on stage.
 3. ADT has a 30 year history of a focus on equity in our community. In August, 2022, ADT will co-host "MoBBallet Symposium M.I.A. Drafting a New Blueprint for Ballet". <https://mobballet.org/index.php/symposium/>
 4. ADT is rich with highly successful alumni that return to join the organization as teaching artists, guest artists, board members, administration, volunteers and most importantly, as role models for the current students.

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

Miami-Dade

12. What counties does your organization serve?

Miami-Dade

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.

Since April of 2020, virtual reach has become a part of almost every event, including all onsite performances and master classes. Performances are streamed publicly through Youtube. There is no charge for any of our virtual performances

Large scale performances include:

- The Nutcracker performance
- The annual Spring concert

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.

Impact of ADT Arts and Academic programming at the main site and 4 outreach sites:

Economic Impact

- ADT employs 50 staff and faculty year-round and an additional 20 for 8 weeks in the summer, including administration, artistic teaching faculty, academic teaching faculty, and counselors.
- Many of our employees are graduates of the program.
- ADT works to bring more graduates back to Miami to fill positions as teaching artists. Teaching, at \$55/hour, allows the artists to support themselves with enough flexible hours in the day to perform as artists.
- ADT has a significant economic impact within the walking neighborhood of South Miami. The Academy brings over 600 families into the neighborhood from one to six days a week. Families bring their purchasing power to grocery stores, restaurants, salons, coffee shops, banks, clothing, bookstores, and more.
- ADT also has a significant economic impact in the neighborhoods of Miami Gardens, Little Haiti, West Coconut Grove, and Perrine. By offering our Community Programs, parents are able to maintain jobs without the challenge of childcare.

Social Impact

ADT programming:

- Provides a high-quality arts education that promotes and reinforces crucial life skills, including a strong work ethic, social skills, discipline, consistency, focus, and the ability to delay gratification.
- Increases academic achievement with a daily, after-school academic program delivering literacy and homework skills.

- Ensures that programming is inclusive and welcoming for children of all abilities.
- Serves children from five neighborhoods spread geographically across the county.
- Reflects the diversity of our community, through programming and performances.
- Ensures that every child graduates from high school and has a plan beyond high school including college, trade schools or professional dance careers.
- Increases the number of adults with meaningful incomes. These adults grew up with many limits to opportunities and options.
- Creates role models of success for other children.

For decades, children across the entire county have benefited from new and increased options and opportunities outside their family circumstances, resulting in a generation of "1st in family" high school and college graduates and successful professionals across the globe. The ripple effect is far-reaching. Children today, can see someone who grew up on their street getting a medical degree from Harvard, directing a renowned dance company, reporting for WLRN, or teaching for Armour Dance Theatre. Those role models are living proof, for today's generation, that the larger world is within reach and not an impossible dream. The young dreamers follow in the footsteps of their predecessors and the ripple effect swells. One only needs to think of the impact of Tarell Alvin McCraney and Barry Jenkins on the youth of Miami to understand how success creates success. Graduates are earning meaningful incomes, have buying power, and are engaged in the community. ADT continues to work to retain or return our homegrown talent. ADT has grown from one site to five, has increased the number of students served from 150 to 1,000, has increased the number of employees from 5 to 50, has increased its budget from \$170,000 to \$2,500,000, and has created a track record of excellence with private, governmental and foundation funding.

While many of our students dance professionally after graduation, many more pursue higher education in other fields including medicine, teaching, technology, social services, journalism, business, and law, to name a few. For a sample of our graduates see the ADT 2021 Alumni Update support document.

15. Marketing and Promotion

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

- Billboards
- Brochures
- Collaborations
- Direct Mail
- Email Marketing
- Newsletter
- Newspaper
- Pay Per Click (PPC) Advertising
- Radio
- Organic Social Media
- Paid Social Media
- Television
- Other

15.2. What steps are you taking in order to build your audience and expand your reach? (3500 characters)

How are you marketing and promoting your organizations offerings?

Armour Dance Theatre has an extensive marketing plan and calendar that utilize the tools below to expand our audiences and reach. Below are the most effective tools.

Google Adwords

Google Adwords is the number one tool we use to build and expand our audience. Armour Dance Theatre receives a Google Adwords grant allowing us to have \$10,000 a month ad spend at no cost to the organization. Google Adwords is used to advertise the South Miami Academy's registration year round, increase enrollment at the Community Programs, advertise performances and events, target potential donors, and more. We build an audience profile by considering demographics, geographic location, age, and interests. This has proven to be our most powerful tool for expansion in all programming at Armour Dance Theatre.

Social Media

Social media is used for organic reach and paid reach. Following our extensive marketing plan and calendar, there are posts scheduled for every week of the month. You can find Armour Dance Theatre on Facebook, Instagram, Twitter, LinkedIn, and Youtube. In addition, we use paid advertising for marketing campaigns such as performances, registration periods at the South Miami Academy and Community Programs, and fundraising events.

Website

Our Website is the one place where you can find information about all programming Armour Dance Theatre offers. Through Google Ads the Armour Dance Theatre website is the landing spot for all ads. Individual pages are made for each campaign so when the ads are clicked on the user will be taken only to the information they are looking for, which makes the user experience quick and seamless. We have utilized our blog to optimize our website with keywords on our website. All pages are created with search engine optimization in mind, this is done by using the Yoast SEO plugin on our WordPress site.

Public Relations

Public relations is the newest component of our marketing plan. We have hired Circle of One marketing to promote our programming and events through television, digital publications, printed publications, and radio. All features on Armour Dance Theatre are then displayed on our site on our Media Room page.

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.

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- All employees are required to attend at least 2 Advocacy Network on Disabilities (AND) trainings per year to ensure best practices continue to be used.
 - ADT has created a formal 504 accessibility plan with Advocacy Network on Disabilities.
 - With help from The Advocacy Network, ADT serves children with all abilities, including autism spectrum disorder, partial to severe hearing impairment, developmental delay, learning challenges, and physical disabilities.
 - ADT's Nutcracker morning performances for children are "Sensory Friendly", meeting the needs of children with sensory sensitivity issues. The accommodations include noise-reducing headphones, decreased volume of music, ASL translator and available quiet rooms and AND Inclusion Specialists. Over 185 children from all five sites, as well as the New World School of the Arts, perform in this full-length production for over 9,000 children from all over Miami Dade County. This unique production reflects the diversity of Miami-Dade, as every child in the audience is able to see a dancer on the stage that reflects their own face.
 - All our marketing materials include accommodations, as well as appropriate signage. In addition, we send email confirmations to all patrons in which we convey all available accommodations, and in which we request that they communicate any special (extra) accommodations they may need. Accommodations for children attending the Sensory Friendly Nutcracker are listed in detail on our website, on the field trip form and the email invites.
 - Additionally, ADT has completed the following projects at its main Academy in South Miami to improve accessibility:
 - Ground floor main entrance access: Entry step was replaced with a graded ramp for wheelchairs and individuals with physical limitations.
 - 2nd Floor access to programming: High resolution livestream cameras were installed in the 2nd floor studios for viewing on the first floor.
 - Front patio/entry area has been demolished and rebuilt to create accessibility and a safe, smooth surface.

- **ADT has taken over space previously rented to a tenant. Three accessible ground floor classroom performance spaces have been added, as well as a larger lobby, study area, and two ADA compliant bathrooms.**
- **Community Programs are housed at Miami Dade County Public School facilities that meet all current ADA requirements.**
- **ADT has long-term plans for the addition of an elevator at it's main Academy by 2028.**

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?

Camila Gil

4. Section 504 Self Evaluation

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

Yes, the applicant completed the Abbreviated Accessibility Checklist.

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

4.1. If yes, when was the evaluation completed? 5/1/2021

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

Yes

No

5.1. If yes include here. (500 characters)

At Armour Dance Theatre, diversity, equity and inclusion is a fundamental strength and core value of our organization. We are committed to ongoing evaluation and evolution, and the

creation of a space where everyone can flourish.

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

ADT works to promote inclusivity and representation of the communities we serve by:

- Hiring staff directly from neighborhoods where programming takes place. Staff reflects culture of the neighborhood and speaks the language (ie: Spanish and Creole). Every family sees themselves reflected in our teams, creating a sense of safety and trust in all relationships.
- Hiring alumnus at every level of the organization including site counselors, site directors, dance faculty, executive team and board of directors.
- Bringing alumni back to interact and inspire current students through master classes and guest artist opportunities.
- Expanding dance genre offerings at the main site Academy. Historically, the Academy focused on classical ballet training, but as of 2021, it has expanded to include culturally relevant genres such as hip hop, jazz, modern and tap, that engage a wider audience and help retain students of all backgrounds.
- Creating environments where students from all areas of the county feel equally valued and safe.
- Offering accommodations for children with physical, learning, and emotional or behavioral disabilities.
- Supporting children within the many identities under the LGBTQIA umbrella.
 - Creating open lines of communication with families to ensure ADT creates an environment in which the child feels embraced and safe.
 - Using the correct pronouns.
 - Facilitating choices when it comes to roles and costumes for performances.
- Creating opportunities for families to interact and create their own networks of support.
- Breaking stereotypes within the ballet world by making small but powerful changes such as:
 - Moving away from using the image of an anorexic, white girl in pink tights to that of an image that includes all body types, shapes and shades. For example, our dress code requires skin tone tights and shoes rather than pink.
- Partnering with MoBallet to present an international symposium working to create a blueprint for the future for blacks in ballet. To learn more go to:
<https://mobballet.org/index.php/symposium/>

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

Volunteer Demographics:

30% African American
40% Hispanic
10% Mixed Race
20% White

Staff Demographics:

52% African American
30% Hispanic
17% White
1% Asian

Administration Demographics

29% African American
15% Hispanic
28% Mixed Race
28% White

Board Demographics:

African American: 17%
Hispanic: 16%
White: 67%

ADT works to incorporate the perspective of the students and families we serve by:

- **Focusing on representation in all board recruitment efforts.**
- **Instituting an Advisory Council to the board of directors consisting of community advisors, former board members and families served.**
- **Implementing hiring practices that ensure staff have roots in the neighborhood served with shared language, culture and race.**
- **Making programming materials available in English, Spanish and Creole.**
- **Designing marketing materials and a website that represent all students.**
- **Collecting satisfaction surveys from parents and students across the 5 sites.**

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.

-
- 1951-The organization was founded as a school of classical ballet called The Miami Conservatory, and a non-profit performing company called The Miami Ballet.
 - 1988- A scholarship program was created, to help talented children from low-income neighborhoods access placement in MDCPS Dance Magnets.
 - 1989- Summer in NYC program was launched
 - 1996- the performing company was re-named The Thomas Armour Youth Ballet (TAYB) in honor of the organization's founder and added to its mission an emphasis on community outreach, thus increasing ballet accessibility to under-resourced youth and their families.
 - 2004 - ADT absorbed The Miami Conservatory ballet school and purchased the historic South Miami building in which it was housed.
 - 2000-The 1st Community Program was opened in Little Haiti
 - 2003-The 2nd Community Program was opened in South Dade
 - 2005- The 3rd Community Program was opened in the West Grove. This program relocated to the Goulds neighborhood in 2021.
 - 2006- The college prep program was added.
 - 2006- Received the Arts & Education Impact Award from the Arts & Business Council.
 - 2009- Received Miami Dade County's "In the Company of Women" in Arts and Entertainment award.
 - 2010- Received the "Excellence Award in Youth Programming for School & Life Success" from the Children's Trust of Miami-Dade County.
 - 2011- The 4th Community Program was opened in Miami Gardens.
 - 2015- The following components were added to the Community Program sites, creating a full, 5 day a week after school program: Literacy, Homework Skills, Nutrition, Social Skills and Family Engagement.
 - 2016- 40th Anniversary of the Nutcracker Production took place at Miami Dade County Auditorium.
 - 2019, ADT receives national accreditation through Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS)
 - 2020- A full renovation of the first floor of the Academy took place to increase capacity and allow for growth.
 - 2020-The Covid 19 global pandemic shuts down all schools and in-person classes. All programming pivoted to virtual delivery.
 - 2020- In response to the trauma of the pandemic and the death of George Floyd, ADT incorporated weekly group therapy for the children at the 4 community sites.
 - October 2020- Programming pivoted to hybrid, offering parents the option of in-person programming, virtual programming, or a blend.
 - 2021- TAYB was renamed and rebranded to Armour Dance Theatre with the tagline, "Miami's community dance conservatory".

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.

Thanks to sorely needed COVID relief grants we were able to continue programming with no layoffs throughout the pandemic. While we emerged with payments to make on an SBA loan, it is a manageable and small amount relative to our overall balance sheet. We have invested strongly in capacity building, renovating our Academy building to add space for more revenue producing dance classes, and adding a development staff position this year for the first time in our organization's history. The board engaged in a strategic planning process in the spring of 2022, identifying ways to further expand programming while building a more stable financial base. We are confident that we are in a strong position to face the future.

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?

ADT uses several tools to evaluate and monitor the success of its programs. Using evidence based tools, ADT assesses student progress throughout the year. Additionally, to retain accreditation from the Accrediting Commission for Community and Precollegiate Arts Schools (ACCPAS), ADT undergoes an annual review which monitors quality and evaluates each of our programs.

Evaluation Tools used to assess success of students and program include:

- 1. The Classroom Skills Assessment Checklist. This ADT tool is based on our syllabus and will follow the monthly progress of basic skills and benchmarks to be achieved in ballet, modern, and tap classes.**
- 2. PACER Fitness Test to measure physical fitness.**
- 3. iSteep Maze and ORF assessments to measure reading comprehension and oral reading fluency and oral reading fluency.**
- 4. Child Trends: Student and Teacher assessments conducted three times per year to measure social-emotional skills. The Child Trends tool is designed to measure four skills that research suggests contribute to student success in school and beyond: Self-control, Persistence, Mastery orientation, Academic self-efficacy**
- 5. Annual parent and student satisfaction surveys for evaluation of general programming and family engagement events.**
- 6. Attendance is collected and reported on a daily basis to measure engagement levels.**
- 7. Tracking of magnet school and college acceptance placement.**
- 8. ADT Annual Alumni Update tracks graduation rates and the trajectory of our alumni.**

During the School Year assessments are conducted three times per year, through Pre, Mid, and Posts assessments in the months of September, December, and June.

During the Summer assessments are conducted twice during the camp weeks, through Mid and Post assessments conducted in June and August.

Assessments are conducted by designated staff members and teaching artists who are trained on how to properly use the evaluation tools.

In addition to tracking student progress and participant satisfaction, results are evaluated and used to inform future program planning and implementation plans.

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

Success will be determined by:

1. Student improvement in:

- Dance skills on a monthly basis.
- Fitness levels by the end of the school year and summer.
- Reading skills. Students will be reading at grade level or above by the end of the school year and summer.
- Social emotional learning skills by the end of the school year and summer.

2. Meeting the needs of parents and students, as well as offering quality and engaging programming year-round as measured by satisfaction rates.

3. Meeting a minimum of 85% engagement rates as measured by attendance records.

4. 90% of 5th and 8th grade students receiving placement in magnet school programs.

5. 100% of high school seniors graduating.

6. 99% of high school graduates achieve a university degree, post-secondary certificate or a contracted position with a professional dance company.

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	\$470,010	\$592,025	\$645,000
2. Personnel: Programmatic	\$1,147,857	\$1,129,318	\$1,130,000
3. Personnel: Technical/Production	\$9,325		
4. Outside Fees and Services: Programmatic	\$165,058	\$145,004	\$151,750

5.	Outside Fees and Services: Other	\$69,325	\$108,200	\$89,000
6.	Space Rental, Rent or Mortgage	\$1,650	\$36,300	\$56,800
7.	Travel	\$6,844	\$19,797	\$50,900
8.	Marketing	\$52,290	\$66,229	\$57,200
9.	Remaining Operating Expenses	\$293,010	\$250,327	\$222,100
A.	Total Cash Expenses	\$2,215,369	\$2,347,200	\$2,402,750
B.	In-kind Contributions	\$158,100	\$247,800	\$292,250
C.	Total Operating Expenses	\$2,373,469	\$2,595,000	\$2,695,000
	Income	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
10.	Revenue: Admissions		\$97,900	\$120,000
11.	Revenue: Contracted Services			
12.	Revenue: Other	\$278,267	\$398,400	\$553,500
13.	Private Support: Corporate	\$353	\$500	\$25,500
14.	Private Support: Foundation	\$100,469	\$223,600	\$148,000
15.	Private Support: Other	\$307,722	\$150,800	\$209,500
16.	Government Support: Federal	\$371,319	\$266,000	\$25,000
17.	Government Support: State/Regional	\$51,126	\$75,000	\$150,000
18.	Government Support: Local/County	\$1,203,610	\$1,135,000	\$1,138,500

19. Applicant Cash			\$32,750
D. Total Cash Income	\$2,312,866	\$2,347,200	\$2,402,750
B. In-kind Contributions	\$158,100	\$247,800	\$292,250
E. Total Operating Income	\$2,470,966	\$2,595,000	\$2,695,000

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."

During the completed year we launched a capital campaign to fund renovations to our Academy building, resulting in two new dance studios and more efficient office space. The excess revenues shown in this year reflect monies raised in this campaign. All money in excess of programmatic needs was used to fund this renovation. The significant increase in "Revenue: Other" reflects an anticipated return to pre-COVID level tuition registrations, and new capacity for expanded class offerings.

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	Executive Director	\$15,000	\$95,000	\$0	\$110,000
2	Artistic Director	\$10,000	\$90,000	\$0	\$100,000
3	Dir. of Community Programming	\$0	\$80,000	\$0	\$80,000
4	Dir. of Marketing	\$0	\$80,000	\$0	\$80,000
5	Dir. of Developmemnt	\$0	\$85,000	\$0	\$85,000
6	Administrative Assistant	\$10,000	\$42,000	\$0	\$52,000
7	Registrar	\$0	\$54,000	\$0	\$54,000
Totals:		\$35,000	\$526,000	\$0	\$561,000

1.2. Personnel: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	15 Part-time Dance instructors	\$115,000	\$430,600	\$0	\$545,600
2	8 Part-time Academic Teachers	\$0	\$190,000	\$0	\$190,000
3	21 Part-time Community Site Supervisors and Counselors	\$0	\$434,000	\$0	\$434,000
4	Parent Volunteers for Nutcracker	\$0	\$0	\$30,000	\$30,000
Totals:		\$115,000	\$1,054,600	\$30,000	\$1,199,600

1.3. Personnel: Technical/Production *

1.4. Outside Fees and Services: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Contracted Dance Faculty	\$0	\$20,000	\$0	\$20,000
2	Guest Stars	\$0	\$20,000	\$0	\$20,000
3	Contracted Technical	\$0	\$30,000	\$0	\$30,000
4	Contracted Group Therapy for Community Centers	\$0	\$55,000	\$23,000	\$78,000
5	Contracted Arts/Music Teachers for Summer Camps	\$0	\$43,000	\$0	\$43,000
Totals:		\$0	\$168,000	\$23,000	\$191,000

1.5. Outside Fees and Services: Other *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Upwork Marketing Support	\$0	\$7,800	\$0	\$7,800
2	PR & Marketing Firm	\$0	\$15,000	\$0	\$15,000
Totals:		\$0	\$41,800	\$0	\$41,800

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
3	Maintenace	\$0	\$9,000	\$0	\$9,000
4	Contracted General Administrative Support/Lobby Assistance	\$0	\$10,000	\$0	\$10,000
Totals:		\$0	\$41,800	\$0	\$41,800

1.6. Space Rental (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Theater Rent for The Nutcracker	\$25,000	\$5,000	\$30,000
2	Community Centers In-Kind Rent	\$0	\$48,000	\$48,000
Totals:		\$25,000	\$53,000	\$78,000

1.7. Travel (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	In-Town Transportation for Students	\$45,000	\$30,000	\$75,000
2	Travel for Guest Artists	\$5,000	\$0	\$5,000
3	Travel for Professional Development	\$5,000	\$0	\$5,000
Totals:		\$55,000	\$30,000	\$85,000

1.8. Marketing *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Advertising	\$0	\$8,000	\$10,000	\$18,000
2	Video/Photography	\$0	\$15,500	\$0	\$15,500
3	Computer/Website	\$0	\$14,500	\$0	\$14,500
Totals:		\$0	\$58,400	\$10,000	\$68,400

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
4	Printing/Postage	\$0	\$20,400	\$0	\$20,400
Totals:		\$0	\$58,400	\$10,000	\$68,400

1.9. Remaining Proposal Expenses *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Accounting/Banking	\$0	\$54,800	\$6,000	\$60,800
2	Costumes/Dance Clothing & Shoes	\$0	\$30,000	\$3,000	\$33,000
3	Dues/Licenses/Workshops	\$0	\$14,200	\$0	\$14,200
4	Office & Program Supplies	\$0	\$50,550	\$40,000	\$90,550
5	Insurance	\$0	\$30,000	\$0	\$30,000
6	Telephone & Utilities	\$0	\$20,650	\$0	\$20,650
7	Field Trips, Summer Camp Activities	\$0	\$21,000	\$0	\$21,000
Totals:		\$0	\$221,200	\$49,000	\$270,200

1.10. Amount of Grant Funding Requested:

\$150,000

1.11. Cash Match:

\$2,150,000

1.12. In-Kind Match:

\$195,000

1.13. Match Amount:

\$2,345,000

1.14. Total Project Cost:

\$2,495,000

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 *

#	Description	Cash Match	Total	
1	Nutcracker Ticket Sales	\$110,000	\$110,000	
2	Spring Concert Ticket Sales	\$7,000	\$7,000	
Totals:		\$0	\$117,000	\$117,000

2.2. Revenue: Contracted Services *

2.3. Revenue: Other *

#	Description	Cash Match	Total	
1	Tuition from Paying Students	\$550,000	\$550,000	
Totals:		\$0	\$550,000	\$550,000

2.4. Private Support: Corporate *

#	Description	Cash Match	Total	
1	Corporate Donations TBA	\$30,000	\$30,000	
Totals:		\$0	\$30,000	\$30,000

2.5. Private Support: Foundation *

#	Description	Cash Match	Total	
1	AEM Family Foundation	\$50,000	\$50,000	
2	The Miami Foundation	\$25,000	\$25,000	
Totals:		\$0	\$140,000	\$140,000

#	Description	Cash Match	Total
3	The Kirk Foundation	\$25,000	\$25,000
4	The Kathleen Kennedy Foundation	\$20,000	\$20,000
5	The Batchelor Foundation	\$20,000	\$20,000
Totals:		\$0	\$140,000

2.6. Private Support: Other *

#	Description	Cash Match	Total
1	Mnaymneh Family Individual Donation	\$80,000	\$80,000
2	Give Miami Day individual Donations	\$80,000	\$80,000
3	Miscellaneous Individual Donors	\$25,000	\$25,000
Totals:		\$0	\$185,000

2.7. Government Support: Federal *

2.8. Government Support: Regional *

2.9. Government Support: Local/County *

#	Description	Cash Match	Total
1	Children's Trust of Miami-Dade County	\$1,000,000	\$1,000,000
2	Miami-Dade County Dept.of Cultural Affairs	\$128,000	\$128,000
Totals:		\$0	\$1,128,000

2.10. Applicant Cash *

2.11. Total Project Income:

\$2,495,000

2.12. Proposal Budget at a Glance

Line	Item	Expenses	Income	%
A.	Request Amount	\$150,000	\$150,000	6%
B.	Cash Match	\$2,150,000	\$2,150,000	86%
	Total Cash	\$2,300,000	\$2,300,000	92%
C.	In-Kind	\$195,000	\$195,000	8%
	Total Proposal Budget	\$2,495,000	\$2,495,000	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.

The difference between this Proposal Budget for a general support grant and our overall budget is in unallowable line items. For example, food is not allowed in the Proposal Budget but we provide meals and snack year-round to our students. In addition, no expenses associated with our “Summer in New York” program are included. Students who study in summer intensive programs with professional companies are provided housing, food, transportation and chaperones every year. Only expenses specific to dance education in Miami-Dade County are included in this budget.

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)
22.pdf	33 [KB]	7/27/2022 5:22:04 PM	View file

1.2. Federal 990 Form (most recently completed)

File Name	File Size	Uploaded On	View (opens in new window)
Form_990_2021.pdf	2098 [KB]	5/27/2022 10:32:01 AM	View file

1.3. Educational Materials

File Name	File Size	Uploaded On	View (opens in new window)
Curricula&Guides 2022.pdf	13089 [KB]	5/31/2022 2:00:15 PM	View file

2. Support materials (required)*

File	Title	Description	Size	Type	View (opens in new window)
Alumni-Update-2021-Aug-29-2021.pdf	Armour Dance Theatre's 2021 Alumni Update		97157 [KB]		View file
ADT-Programming-Overview-PDF-Link-May-9-2022.pdf	Armour Dance Theatre's Community Programming Overview		68 [KB]		View file
ADT-CBS-PDF-Link (1).pdf	Armour Dance Theatre CBS Feature		126 [KB]		View file
ADT-NBC-PDF-Link (1).pdf	Armour Dance Theatre's NBC Feature		127 [KB]		View file
ADT-Evaluation-Tools.pdf	ADT Evaluation tools		5013 [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 Armour Dance Theatre, Inc. and that all information indicated is true and accurate. I acknowledge that my electronic signature below shall have the same legal effect as my written signature. I am aware that making a false statement or representation to the Department of State constitutes a third-degree felony as provided for in s. 817.155, F.S., punishable as provided for by ss. 775.082, 775.083, and 775.084.

2.1. Signature (Enter first and last name)

Camila Gil

