Steinway Society of Central Florida, Inc.

Project Title: Piano Lesson Outreach Program
Grant Number: 21.c.pr.200.737
Date Submitted: Monday, June 3, 2019

A. Cover Page

Guidelines

Please read the current Guidelines prior to starting the application: 2021-2022 Specific Cultural Project Grant Guidelines

Application Type

Proposal Type: Arts In Education

Funding Category: Arts Partnership

Discipline: N/A

Proposal Title: Piano Lesson Outreach Program

B. Contacts (Applicant Information)

Applicant Information

a. **Organization Name:** Steinway Society of Central Florida, Inc.

b. **FEID:** 20-5532663

c. **Phone number:** 407.339.3771

d. **Principal Address:** 520 West Highway 436, #1140 Altamonte Springs, 32714-4058

e. **Mailing Address:** 520 West Highway 436, #1140 Altamonte Springs, 32714-4058

f. **Website:** www.steinwaysocietyorlando.com

g. **Organization Type:** Nonprofit Organization

h. **Organization Category:** Other

i. **County:** Seminole

j. **DUNS number:** 079911919

k. **Fiscal Year End Date:**

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

None of the above

4.3. Applicant Discipline

Music

5. Department Name

C. Eligibility

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

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

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

- ◉ Yes (required for eligibility)
- ○ No

3. Do proposed activities occur between 7/1/2020 - 6/30/2021? *

- ◉ Yes (required for eligibility)
- ○ No

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

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

D. Excellence

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

The mission of the Steinway Society of Central Florida is to stimulate and nourish the musical knowledge and artistic talents of disadvantaged youth, and to provide an opportunity for young piano students to work toward a higher level of excellence in their school work and personal lives.

2. Proposal Description

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

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

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

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

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

Goals

The Steinway Society will expand its free after-school class piano program in the most economically-challenged areas of Orange and Seminole counties. Goals are:

- to offer musical instruction to a broad sector of the population, especially those of limited economic means and special needs;
- to provide opportunities for the constructive and creative use of leisure time, with the maximum development of students' skills, talents, and abilities;
- to inspire, motivate, and lead children on a path to artistic discovery, new experiences, and exciting possibilities.

Since participants can be described as "at risk," a primary goal of the program is to build self-esteem and confidence through a regimen of discipline, cooperation, innovation, and creativity—all necessary tools in developing a positive academic and social life.

Recognizing the critical role that adults play in childhood development, the program is designed to encourage active involvement from parents and other supportive adults.

This project will allow the Society to being implementing its long-term goal of expanding the Piano Lesson Program to reach children with special needs. Studies have proven that music therapy is effective for children with Down Syndrome, autism, cerebral palsy, and traumatic brain injury. Health professionals use music and all of its facets—physical, emotional, mental, social, aesthetic, and spiritual— to help people maintain and improve their health.

Objectives

The project will consist of "multi-touch" programming: students will take weekly lessons for four 10-week sessions, corresponding to the Summer, Fall, Winter and Spring semesters. Two weekly supervised practices will be offered at each site also, expanding the program to three hours of contact time per week.

Objectives include increasing enrollment by 10% and striving to have students achieve a 90% - 95% success rate regarding: (1) acquiring and improving upon aspects of the following musical skills: listening, rhythmic awareness, and concepts of timbre, musical form, music reading, and sight reading; (2) piano class attendance and course completion; (3) improved school grades and attendance; and (4) attaining at least 30 of the 40 Developmental Assets related to self-fulfillment, with such positive outcomes as improved self-esteem, confidence, self-discipline, attention to detail, and social interaction.

Since beginning and special needs students will have different talents and capabilities, the initial approach will focus on the process (e.g., maintaining regular practice habits, developing an appreciation and enjoyment of music, etc.) rather than solely on end results.

The project will be considered successful if 4-6 students per semester want to take private lessons and qualify for an acoustic piano from the Society’s Piano Bank. Former participants have placed in local, national, and even international student piano competitions, received Piano Performance degrees, and conduct the weekly supervised practice sessions.

The Steinway Society will engage Crystal Taylor of EduMatrix Innovative Solutions to design and implement its evaluation process. EduMatrix develops metrics and evaluation systems for community-based organizations that serve the economically-challenged population. Crystal's bio is found under #3 of the Support Materials. An example of a Data Evaluation Report is found under #6.

Activities

Piano Lessons will be offered at the following locations:

Parramore District in downtown Orlando

- Shiloh Baptist Church
- New Image Youth Center
- Callahan Center
- J.R. Smith Community Center

(Even though lessons will be offered at Shiloh Baptist Church, this program is nonsectarian and open to all students in the community. It should also be noted that this project will be conducted in Shiloh's Education Center, and not in its sanctuary.)

Eatonville

- Boys and Girls Club of Central Florida

Pine Hills

- Walt Disney World Clubhouse

Seminole County Title I/Special Needs Schools:

- Bentley Elementary – Two Autism Spectrum Disorder (ASD) classes
- Casselberry Elementary (K-5)
- Winter Springs Elementary (K-5)
- South Seminole Middle (6-8)

The program will be tailored to the needs of each site. In general each class will accommodate 8 - 12 students (4-5 at Bentley), and will be available for three different levels at Orange County locations, i.e., ages 6-9, 10-12, and teens. Lessons for adults and seniors be offered as well, for a total of 100 - 120 students per location annually. The Society engages the finest local piano teachers to ensure the highest artistic and programmatic quality.

The Hal Leonard Student Piano Library Series will be the basis of the curriculum. Weekly 45-minute lessons will be presented in a group format. The advantages of group piano instruction have long been noted in the pedagogical literature. The camaraderie which arises among students in a group class motivates them to work harder than if they were instructed privately.

The project will use cutting-edge technology to maintain student interest. Students will use the Yamaha NP-31 electronic keyboard, with weighted, touch-sensitive keys that give the “feel” of—and provides a piano sound similar to—a well-tuned acoustic piano. Weighing only 12 pounds, it is easily portable, allowing students to take it home to practice.

On-site piano labs will use the Roland HPi-50e Educational Piano, an industry leader in digital pianos and used for class piano by leading educational institutions throughout the world. Piano Labs will be available for individual practice during the week to reinforce lessons and provide for self-paced practice.

Students who complete the program will be able to qualify for an acoustic piano from the Society's Piano Bank and pursue more rigorous study through private lessons.

In addition to performance opportunities at its three annual “Piano Gifting” ceremonies, public recitals at the end of each semester will be offered at the various sites and/or the Steinway Piano Galleries in Altamonte Springs to showcase students advanced and confident enough to perform in public.

2.2. Partnerships & Collaborations - (Maximum characters 2000.)

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

Founded in 1899, the **Shiloh Baptist Church** sponsors a wide variety of community-based programs to help in the revitalization of downtown Orlando. Its new $5 million Youth Center more effectively serves Parramore residents spiritually, socially and economically.

Also located in the historic Parramore district, the **Callahan and Smith Neighborhood Centers** provide programs for children ages 5 - 17, as well as adults. Their After School Programs, for students ages 5 - 14, offer recreational activities and homework tutoring.

The **New Image Youth Center** (NIYC), founded in 2004, is a refuge from the unhealthy, dangerous and sometimes deadly streets that young people regularly encounter. Comprised of about 50 children from the surrounding neighborhoods between the ages of 5 and 19 who need a place to go to just be kids, NIYC has the vision of providing each child a family atmosphere, incorporated with life lessons and practical teachings.

Boys & Girls Clubs of Central Florida provide children from the local community, ages 6-18, with a place to learn and grow during non-school hours. Programs provide a wide range of high-quality services to support student learning and development, including: tutoring and mentoring, academic enrichment, music, art, service learning, character education, physical education and recreational activities, and dropout prevention.

The **Walt Disney World Boys & Girls Clubhouse** in Pine Hills provides a place where local youth can take part in educational and mentoring programs as well as sports and arts activities. The 25,000-square-foot facility features 30 computer stations, two learning centers, two game rooms, and a multi-purpose room.

Through a collaborative effort with the 21st Century Community Learning Center, the **Seminole County Public Schools After-School Program** successfully provides after-school services to children and their families, and helps students meet performance standards in core academic subjects. The goal of the program is to provide a safe, drug free environment in which students and community members can participate in educational, enrichment, and recreational activities.

Piano lessons described in the proposal will be offered free of charge. Although partners will not be involved financially, they will be instrumental in helping to identify and recruit program participants, as well as helping to manage the programs at their respective sites.

2.3. Timeline - (Maximum characters 2000.)

List timeline of activities during the grant period.

Lesson Program

10 – week semesters during:

- July – September, 2020
- October – December, 2020
- January – March, 2021
- April – June, 2021

Student Recitals: (At 10 locations each quarter, for a total of 40)

- August/September, 2020
- December, 2020
- March, 2021
- May/June, 2021

Piano Giftings

- September, 2020
- December, 2020
- May, 2021

E. Impact

Instructions

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

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

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

83

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

443

3. How many Adults will be engaged? *

2,258

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

1,184

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

1,920

6. How many artists will be directly involved? *

7

Total number of individuals who will be engaged?

5369

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

☑ Children/Youth (0-18 years)

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

☑ Black/African American

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

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

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1. **Events**: 10 classes x 4 semesters = 40; 10 recitals at public locations x 4 semesters = 40; 3 Giftings at Steinway Gallery = 83.
2. **Opportunities for Public Participation**: 40 events x 10 weeks = 400; plus 40 recitals and 3 Giftings = 443.
3. **Adults**: 12 students x 4 semesters = 48; plus 2,000 adults at 40 recitals; plus 70 at 3 Giftings = 210. Total = 2,258.
4. **School Based Youth**: 24 students at 4 Seminole Schools = 96 x 4 semesters = 384, plus 800 at 16 recitals; 1,184 total.
5. **Non-School Based Youth**: 30 students at 6 Orange locations = 180 x 4 semesters = 720, plus 1,200 at 24 recitals; 1,920 total.
6. **Artists**: 1 piano teacher, 2 assistants, 4 Seminole music teachers = 7.

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

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

☑ Orange
☑ Seminole

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

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

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

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

Over the past decade, the Steinway Society has awarded refurbished acoustic pianos, electronic keyboards, and music lessons valued in excess of $1 million to more than 5,000 children.

One of our primary goals is to inspire children to undertake a constructive after-school leisure-time activity. By keeping students busy during the critical hours between 3 pm and 7 pm (when young people are more at risk of becoming victims, perpetrators of crime, or involved in gang activities), after school programs help to prevent juvenile crime and violence, which costs more than $158 billion in the U.S. each year.

Over the past 20 years, substantial evidence has established the fact that quality after school programs decrease delinquent behaviors, develop social skills, raise academic performance for participants, and lower juvenile crime by more than 5% in low-income areas. According to Wilder Research, an investment in after school programs returns a savings of $4.89 for every dollar invested.

A Wallace Foundation study found wide variations in the actual costs of after school programs, ranging from $449 to $7,160 per child per year. Based on conservative estimates, the Steinway program costs an average of $521 per student last year.

This project will focus on several areas in Orange and Seminole Counties that have disproportionately high rates of poverty and crime:

Parramore is a neighborhood adjacent to downtown Orlando with 7,347 residents. While predominantly African-American (83%), Haitian immigrants comprise 13% of residents. Its median household income is $13,613. In Parramore, there are 2,066 children—73% living in poverty.

Eatonville, one of the first self-governing all-black towns (incorporated in 1887), now has 2,432 residents: 89.3% African-American, 7.5% White, and 3.5% Hispanic. The median family income is $31,042 and per capita income is $11,257. About 25% is below the poverty line, including 29.3% under age 18.

Pine Hills, with 60,076 residents, is one of the most ethnically diverse neighborhoods in Orlando: White (13%), African-American (67.6%), Hispanic (13.9%), and Asian (3.8%). Overall per capita income is $16,137, with 14.9% below the poverty line, including 25.4% under age 18.

Although the rating system for SchoolDigger.com (using enrollment data, test scores, crime data, etc.) ranks the entire **Seminole CountyPublic School System** #12 out of the 67 Florida counties, the Title I schools targeted by this project rank average or below average within Seminole County. In aggregate, the schools to be visited are 44% White, 30% Hispanic, and 17% African-American; 68% of students are free/discounted lunch recipients.

Education and Outreach

This project addresses all five Focus Areas listed in application guidelines:

1. **School-based arts education:** The program provides a curriculum-based approach to piano education, designed to complement and enhance the core curriculum of the schools, using a sequential approach.
2. **Programming that integrates the arts into underserved populations:** Virtually all of the participants of the Piano Lesson Program are minority students. The communities and schools targeted have disproportional levels of poverty.
3. **Programming that brings together different generations:** This project provides piano lessons to both youth and adults, and will present joint youth/adult recitals.
4. **Technology...in music:** The benefits of using computers, electronic keyboards, and state-of-the-art audio/visual equipment during piano lessons and educational concerts can no longer be overlooked. Since society in general is technologically advanced, it is essential for piano education to be technologically advanced also.
5. **Community Arts Education:** The recitals and Giftings at the Steinway Gallery bring together diverse segments of the community from all social and economic strata to share the joy of music, and serve as an effective forum to educate the community about the value of the arts and arts education.

This project presents a program unique in Central Florida and seeks to inspire children to stay in school, engage in music as a positive after school activity, inhibit the incidence of at-risk behavior, uncover latent talents, and possibly even discover a potential career path.

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

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

Marketing will be handled in conjunction with the Society's partners, who will help identify students from their constituencies. There already is a waiting list for the proposed programs.

Learning to play the piano is becoming increasingly difficult, with many distractions available to young people: computers, game consoles, and cable TV. Studies indicate that using the keyboard technology described in this proposal results in a higher level of early success, which is crucial to maintaining the student's interest and desire to continue studying.

Future marketing will highlight the technological aspects of the program to better relate what is of interest to young people, especially teenagers. This will help ensure that new students are retained, since studies suggest that programs of this type need to be implemented over a three-year period to be fully effective.

We also identify established organizations which may have a need for--and benefit from--this type of program and seek to partner with them. Thus, an infrastructure is already in place to carry out the program.

For example, the evaluations conducted by the Central Florida Boys and Girls Clubs revealed that music is the weakest area of study at many of their locations. Therefore, our program is a natural fit for what they are trying to accomplish. The Society benefits from the fact that the Boys and Girls Club instructors supervise additional structured practice time during the week to reinforce what the students learn at their formal lessons. Long term, the partnership with local Boys and Girls Clubs could prove to be a mutually beneficial one.

Similarly, working with the Seminole County School System will provide a synergistic collaboration between the two organizations. Seminole teachers will help conduct the lessons, with the Society responsible for providing the pianos and keyboards, as well as the training, supervision, monitoring, and evaluation.

Steinway Society will promote this project on its website and Facebook page, in its newsletter, and through its mailings, which includes the use of the Constant Contact e-mail marketing system. The Society participates in GuideStar's DonorEdge on-line research engine. This program builds community knowledge by making pertinent programmatic and financial data readily accessible to potential donors. Participating groups gain an advantage in the increasingly competitive marketplace for donor support.

In May 2019, 90.7 WMFE-FM’s Community Advisory Board selected the Steinway Society of Central Florida to receive $2,500 in free on-air messages and announcements as the winner of its “Amplify Central Florida” Campaign. The contest brought together fans of arts organizations across Central Florida to choose their favorites. Out of 16 Central Florida arts organizations, the Society received the most “likes” and positive comments on WMFE’s Facebook page. The Society will use this award to promote its annual Divas Gala Fundraiser in August.

In 2013, the Society initiated "Divas in Concert," featuring popular local jazz, Broadway, and classical singers. Since then, the annual DIVAS event has raised more than $10,000 annually and can be further developed through additional sponsorships, as well as an enhanced Silent Auction component.

The Steinway Society has collaborated with the Seminole County Cultural Arts Council and Wayne Densch Performing Arts Center to present “Pop Up Pianos,” featuring pianos painted by Central Florida artists displayed for four weeks throughout Seminole County. The public was able to play the pianos, and there were scheduled performances by professionals and “meet the artist” events. The pianos were auctioned at a gala Piano Idol event at the Wayne Densch Theater in Sanford, with the net profits split by the three organizations.

In 2016, the Steinway Society initiated an In-School Piano Program, based on the venerable model developed by the Van Cliburn Foundation in Fort Worth, Texas. The plan is to visit Central Florida public schools that currently do not have a music teacher. By targeting these 10,000 students in Grades 2 – 4, the Society will greatly broaden its outreach, as well as find new prospective participants for the Piano Lesson Program.

F. Management and Operating Budget

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

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

The Society has balanced its budget every year of its 12-year existence, with net assets of $219,582 on its most recent Audited Financial Statement. Of this, $159,990 represents the inventory of pianos and keyboards. The Society maintains a Cash Reserve of $30,000 (roughly 15 - 20 percent of its cash budget) to safeguard against unforeseen expenses.

Budgets reflect direct costs only. As a volunteer-led organization, with a working Board representing various areas of business acumen, administrative costs have been kept to a bare minimum. Virtually 100% of funds raised will go directly towards project expenses.

With a view towards long-term sustainability and stability, the Society has engaged its main piano teacher full-time to more effectively oversee and manage programming. However, programs are modular in nature and are not scheduled until sufficient funding is obtained.

The Steinway Society continually seeks to broaden, diversify, and increase sources of support to ensure that programs can be sustained. We are pursuing several multi-year commitments to budget future short-term income more accurately.

It is planned to build an endowment through the Central Florida Foundation, which ultimately will provide a more predictable stream of annual income. This will be started initially through bequests, but eventually more sophisticated planned giving vehicles (e.g., charitable gift annuities) will be used. Last year, the Society opened a brokerage account and has begun to accept appreciated securities.

The Society also uses the Power2Give platform through United Arts of Central Florida to raise money through social media. Contracted service fees from organizations that can afford to pay, such as private schools, will be sought in the future.

We traditionally have not charged admission to events to make them truly accessible and available to the people we are most trying to reach. To increase earned income through ticket sales, we have added a Recital Series to the programming, as well as a nominal admission charge to events for non-members, in an attempt to increase membership.

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

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

The program uses a curriculum-based model, with four main elements-- experience, inquiry, creation and reflection--to engage and excite students, and to reinforce educational standards taught during the school day. Both State and National Standards in Music, Reading, and Mathematics are taught. This project will enable students to approach music through multiple intelligences: linguistic, logical/ mathematical, spatial, musical, bodily- kinesthetic, interpersonal, and intrapersonal.

Aspects of evaluation includes pre- and post-testing, with data collected at the beginning, middle, and end of the 10-week semesters. Extensive research has documented the correlation between piano study and improved academic performance and individual personal development. More importantly, these results are not related to family income, gender, family structure, or parental employment.

In addition to learning the piano, surveys demonstrate that 94% of all students in the program have maintained or improved their school grades from pre- to post-test, with 83% of students demonstrating improvement in Reading/Language Arts and Mathematics.

Also, 97% of students exhibit a marked reduction of incidences of problematic behavior; better interpersonal and social skills; and enhanced attention to detail, both personally and with school work; 94% have improved self-esteem and more self-confidence; 100% have improved school attendance; and 95% of program participants have shown increases in a minimum of 30 of the 40 Developmental Assets, which develop healthy family habits.

An independent evaluation by the Boys and Girls Club in Eatonville (where the Society conducts its Piano Lesson Program) revealed that 90% of students indicated the program “definitely” (69%) or “somewhat” (21%) helped them with their music skills, with 10% responding “not at all.” Prior to the Steinway program, the results were 45%, 24%, and 31%, respectively. The Steinway results are now more favorable than the programs involving reading, math, science, and technology.

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

12/31/2018

4. Operating Budget Summary

	Expenses	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
1.	Personnel: Administrative			
2.	Personnel: Programmatic			
3.	Personnel: Technical/Production			

4.	Outside Fees and Services: Programmatic	**$41,924**	**$43,000**	**$46,000**
5.	Outside Fees and Services: Other	**$6,700**	**$8,000**	**$10,000**
6.	Space Rental, Rent or Mortgage			
7.	Travel	**$10,493**	**$12,000**	**$14,000**
8.	Marketing	**$5,461**	**$7,500**	**$10,000**
9.	Remaining Operating Expenses	**$96,604**	**$100,000**	**$110,000**
A.	**Total Cash Expenses**	**$161,182**	**$170,500**	**$190,000**
B.	**In-kind Contributions**	**$46,000**	**$47,500**	**$50,000**
C.	**Total Operating Expenses**	**$207,182**	**$218,000**	**$240,000**

	Income	**Previous Fiscal Year**	**Current Fiscal Year**	**Next Fiscal Year**
10.	Revenue: Admissions	**$500**	**$1,000**	**$1,500**
11.	Revenue: Contracted Services	**$1,000**	**$1,500**	**$2,000**
12.	Revenue: Other	**$28,023**	**$30,000**	**$32,000**
13.	Private Support: Corporate	**$21,775**	**$22,500**	**$23,500**
14.	Private Support: Foundation	**$8,500**	**$9,500**	**$10,000**
15.	Private Support: Other	**$73,978**	**$77,500**	**$80,000**
16.	Government Support: Federal			

17.	Government Support: State/Regional	**$12,500**	**$12,500**	**$25,000**
18.	Government Support: Local/County	**$16,000**	**$16,000**	**$16,000**
19.	Applicant Cash			
D.	**Total Cash Income**	**$162,276**	**$170,500**	**$190,000**
B.	**In-kind Contributions**	**$46,000**	**$47,500**	**$50,000**
E.	**Total Operating Income**	**$208,276**	**$218,000**	**$240,000**

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

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

9. Remaining Operating Expenses are primarily keyboards, as well as the costs to acquire and refurbish the acoustic pianos that are awarded to the more advanced students through the Society's Piano Bank.

B. In-kind Contributions consist of: (1) donated space to present the programs and for piano storage, (2) donated artist and vendor fees from the annual Divas in Concert special event, and (3) artist fees from the three annual Giftings.

The income under **10. Revenue: Admissions** and **11. Revenue: Contracted Services** reflects the gradual inclusion of additional earned revenue sources to be developed in the future.

6. Paid Staff

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

7. Hours *

- (●) Organization is open full-time
- ( ) Organization is open part-time

G. Management and Proposal Budget

1. Rural Economic Development Initiative (REDI) Waiver *

- ○ Yes
- ◉ No

2. Proposal Budget Expenses:

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

2.1. Personnel: Administrative *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Program Managers (15 hours/week x $25/hour x 40 weeks)	$0	$0	$15,000	$15,000
	Totals:	**$0**	**$0**	**$15,000**	**$15,000**

2.4. Outside Fees and Services: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Piano Teachers (18 classes/week x $50/class x 40 weeks)	$16,000	$20,000	$0	$36,000
2	Teacher Aides (12 hours/week x $25/class x 40 weeks)	$0	$12,000	$0	$12,000
3	Seminole County Teachers (8 classes/week x $50/class x 40 weeks)	$0	$12,000	$4,000	$16,000
	Totals:	**$16,000**	**$44,000**	**$4,000**	**$64,000**

2.5. Outside Fees and Services: Other *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Program Evaluator ($600/month x 12 months)	$2,000	$5,200	$0	$7,200
	Totals:	**$2,000**	**$5,200**	**$0**	**$7,200**

2.6. Space Rental (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Steinway Piano Galleries	$0	$1,200	$1,200
	Totals:	**$0**	**$1,200**	**$1,200**

2.7. Travel (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Piano Moving	$3,000	$1,800	$4,800
	Totals:	**$3,000**	**$1,800**	**$4,800**

2.8. Marketing *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Advertising and Publicity	$0	$1,400	$1,000	$2,400
2	Public Relations (80 hours x $25/hour)	$0	$0	$2,000	$2,000
3	Postage/Communications	$0	$1,400	$0	$1,400
	Totals:	**$0**	**$2,800**	**$3,000**	**$5,800**

2.9. Remaining Proposal Expenses *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Keyboards (60 @ $275 each)	$5,000	$11,500	$0	$16,500
2	Stands, Cases, and Headphones (60 sets @ $125 each)	$0	$7,500	$0	$7,500
3	Piano Lab Keyboards (2 @ $2,250 each)	$0	$4,500	$0	$4,500
4	Educational Materials (sheet music, books, study guides, etc.)	$1,000	$1,400	$0	$2,400
5	Recital Expenses (e.g., programs, piano tunings, etc.)	$1,000	$1,400	$0	$2,400
6	Administrative Expenses (background checks, increased liability insurance, etc.)	$0	$1,200	$0	$1,200
	Totals:	**$7,000**	**$27,500**	**$0**	**$34,500**

Amount of Grant Funding Requested:

$25,000

Cash Match:

$82,500

In-Kind Match:

$25,000

Match Amount:

$107,500

Total Project Cost:

$132,500

3. Proposal Budget Income:

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

3.3. Revenue: Other *

#	Description	Cash Match	Total	
1	Memberships	$3,000	$3,000	
	Totals:	**$0**	**$3,000**	**$3,000**

3.4. Private Support: Corporate *

#	Description	Cash Match	Total	
1	Steinway Piano Galleries	$15,000	$15,000	
	Totals:	**$0**	**$15,000**	**$15,000**

3.5. Private Support: Foundation *

#	Description	Cash Match	Total	
1	Helpful Hands	$9,500	$9,500	
	Totals:	**$0**	**$9,500**	**$9,500**

3.6. Private Support: Other *

#	Description	Cash Match	Total	
1	Individual Contributions	$20,000	$20,000	
2	United Arts of Central Florida	$8,000	$8,000	
3	Seminole Cultural Arts Council	$2,000	$2,000	
4	Special Events	$15,000	$15,000	
	Totals:	**$0**	**$45,000**	**$45,000**

3.9. Government Support: Local/County *

#	Description	Cash Match	Total	
1	City of Orlando	$10,000	$10,000	
	Totals:	**$0**	**$10,000**	**$10,000**

Total Project Income:

$132,500

3.11. Proposal Budget at a Glance

Line	Item	Expenses	Income	%
A.	Request Amount	$25,000	$25,000	19%
B.	Cash Match	$82,500	$82,500	62%
	Total Cash	$107,500	$107,500	81%
C.	In-Kind	$25,000	$25,000	19%
	Total Proposal Budget	$132,500	$132,500	100%

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

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

Under Outside Artistic Fees and Services:

Line 3: It is anticipated that the Seminole County Public Schools will pay at least one music teacher directly, hence the partial in-kind amount.

H. Accessibility

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

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

The Steinway Society is committed to making this project and all of its programs accessible to everyone, including:

1. persons with disabilities,
2. older adults,
3. culturally and economically underserved populations, and
4. minorities.

The Orange County facilities where this program will be performed are accessible to all audiences. The Seminole County Public School District has written 504 guidelines that explain the policy, procedures to achieve “reasonable accommodation,” evaluation guidelines, and grievance procedures to follow, if necessary. Facilities located within the Seminole County School District provide for Blind and Wheelchair Accessibility, Assisted Listening Systems, Signed Language Interpretation, Closed Captioning, Volume Control Telephone and Telephone Typewriter, and Printed Materials Available in Braille.

The Society has used the offices of the Steinway Piano Galleries (in the Ashby Square Shopping Center in Altamonte Springs) for meetings, receptions, events, as well as Piano Giftings and recitals at the 100-seat recital hall since January, 2013. At that time, the Society undertook a self-evaluation of the new space, as well as its programs and activities, using the Section 504 Self-Evaluation Workbook published by the National Endowment for the Arts. The initial study revealed the rest rooms at the new location needed to be renovated to meet ADA compliance regulations, which was successfully undertaken.

Reviews have been conducted biennially since then to ensure compliance, with the most recent review during January, 2019 in preparation of Steinway scholarship auditions and Steinway Junior Piano Competition held during March and April, 2019. These reviews confirmed that the facility currently meets and exceeds all ADA requirements regarding physical access.

Steinway Society representatives have participated in seminars and webinars presented by the Division of Cultural Affairs' (in partnership with VSA Florida) and United Arts of Central Florida (Local Arts Agency for Orange County). Information gleaned from these events is helping us in our efforts to design, create and implement successful accessible programming, events, and

environments for our patrons. In conjunction with *DESIGN FOR ACCESSIBILITY, A Cultural Administrator's Handbook,* the Society is working towards making its programs fully accessible to people with mobility, vision, and auditory disabilities.

It has been a long-term goal to engage music therapists to expand the Piano Lesson Program to reach children with special needs. Studies indicate that music therapy has been proven effective for children with Down Syndrome, autism, cerebral palsy, and traumatic brain injury. Health professionals use music and all of its facets—physical, emotional, mental, social, aesthetic, and spiritual—to help people maintain and improve their health. This initiative will allow the Society to help address neurological, cognitive, medical, and psychological disabilities of its students.

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?

Gary R. Grimes, President

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?

2/1/2019

I. Attachments and Support Materials

Complete the support materials list using the following definitions.

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

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

1. Required Attachment List

Please upload your required attachments in the spaces provided. .

1.1. Substitute W-9 Form

File Name	File Size	Uploaded On	View (opens in new window)
Steinway Society - Substitute Form W-9.pdf	33 [KB]	6/2/2019 3:40:02 PM	View file

2. Support materials (Optional)

File	Title	Description	Size	Type	View (opens in new window)
01. Video.mp4	Steinway Society Video	A segment from the "ONE Central Florida" program, produced by WUCF-TV.	24647 [KB]		View file

File	Title	Description	Size	Type	View (opens in new window)
02. Support Letters.pdf	Letters of Support	Examples of Support Letters from Project Partners	10378 [KB]		View file
03. Bios.pdf	Key Project Personnel	Biographical information about programmatic and administrative personnel.	66 [KB]		View file
04. Flyers.pdf	Publicity	Excerpt from Newsletter, Press Release, and Flyer featuring DCA credit statement and accessibility logos.	2523 [KB]		View file
05. Endorsements.pdf	Testimonials	From Administrators and Parents.	13 [KB]		View file
06. Data Report.pdf	Program Impact Report (Fall 2018)	Example of Program Evaluation.	3279 [KB]		View file
07. Financial Information.pdf	2017 Audit	Most Recent Audited Financial Statement.	32 [KB]		View file
08. Search Institute.pdf	List of Developmental Assets	For Ages 5 - 18.	716 [KB]		View file
09. Photos.pdf	Lesson and Recital Photos	Photos 1 - 4: Lessons at Shiloh; Photos 5 - 8: Recital at Shiloh.	1063 [KB]		View file

File	Title	Description	Size	Type	View (opens in new window)
10. Student Recital.mp4	Piano Monster Concert	The conclusion of the Pop-Up Piano Concert at the Wayne Densch Performing Arts Center: John Philip Sousa's THE STARS AND STRIPES FOREVER, played on 14 pianos by 14 student pianists (aged 7 - 19) who either placed in Steinway Society competitions or otherwise received a piano from the Steinway Society Piano Bank. Each piano was painted by a local artist, and sponsored by a local organization or business.	11949 [KB]		View file

2.1.

J. Review & Submit Page **10** of **10**

1. Review and Submit

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

1.1. Guidelines Certification

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

1.2. Signature (Enter first and last name)

Walter Kovshik