

Miami Music Project, Inc.

Project Title: Miami Music Project: Composing Better Lives

Grant Number: 23.c.ps.200.658

Date Submitted: Tuesday, June 1, 2021

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: Miami Music Project: Composing Better Lives

B. Contacts (Applicant Information) Page 2 of 12

Applicant Information

- a. **Organization Name:** Miami Music Project, Inc. 
- b. **DBA:**
- c. **FEID:** 26-4084871
- d. **Phone number:** 786.422.5221
- e. **Principal Address:** 2000 S. Dixie Hwy, Suite 100B Miami, 33133
- f. **Mailing Address:** 2000 S. Dixie Hwy, Suite 100B Miami, 33133
- g. **Website:** www.miamimusicproject.org
- h. **Organization Type:** Nonprofit Organization
- i. **Organization Category:** Other
- j. **County:**
- k. **DUNS number:** 964029529
- l. **Fiscal Year End Date:** 06/30

1. Grant Contact *

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4. National Endowment for the Arts Descriptors**4.1 Applicant Status**

Organization - Nonprofit

4.2 Institution Type

Arts Service Organization

4.3 Applicant Discipline

Music

C. Eligibility Page 3 of 12

5. 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

6. Project start date: 7/1/2022 - Project End Date: 6/30/2023 *

- Yes (required for eligibility)
 No

7. What is the legal status of your organization?

- Florida Public Entity
 Florida Nonprofit, Tax-Exempt

8. 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)

9. 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

10. Applicant Mission Statement - (500 characters) *

Miami Music Project's mission is to use music as an instrument for social transformation, empowering Miami's children to acquire values and achieve their full potential, positively affecting their society through the study and performance of music.

Miami Music Project's vision is to create opportunity and access for those most in need, to develop creativity and innovation and ultimately, through collective success, to improve the quality of life for children today and throughout their future.

11. 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.

Miami Music Project (MMP) was founded in 2008 by world-renowned Conductor James Judd with a four year, \$1,000,000 Knight Arts Challenge Grant from John S. & James L. Knight Foundation. Establishing an In-School Residency program, MMP reached 25,000+ public school youth within its first 3 years. In response to ongoing requests to learn to play an instrument by many disadvantaged children exposed to the In-School Residency program, MMP began its evolution into an El Sistema-inspired program in 2010 with the founding of the Children's Orchestras, our flagship program.

MMP is inspired by El Sistema, a visionary global movement promoting social transformation through music. Programs are taught by passionate and dedicated Teaching Artists who provide youth with the highest-quality conservatory-type immersive program. In addition to increasing youth's artistic knowledge and skills, participation enhances their development of the social skills and self-confidence needed for success as musicians and high-achieving students, leading to the high self-esteem needed to accomplish their highest goals. All programming is provided free of charge to students, thus eliminating the financial barrier that inhibits so many families from pursuing the arts. Curriculum is designed specifically for at-risk youth, with independent research studies supporting that MMP develops academic, cognitive, and social skills needed for success in life.

The first chapter of MMP's Children's Orchestras was opened in Doral (later moved to Miami Springs) with just 13 students. By the 2014-2015 school year, the program expanded to four locations across Miami-Dade County: Miami Springs, Little Haiti, Liberty City, and Little Havana. In 2018, a fifth chapter was opened in the city of Miami Gardens. Students come from 60+ zip codes representing underserved and predominantly African-American, Haitian-American, and Hispanic immigrant communities.

Since its inception, MMP has reached:

- 25,000 students through in-school outreach programs,
- 3,700 children year-round through after-school daily music education,
- 875 youth over the summer in a fun and safe environment, and
- 540 young musicians through intensive workshops, masterclasses, and audition clinics.

In total, MMP has served over 30,000 youth in the past decade.

The program is currently held in 5 communities, with an additional sixth chapter scheduled to be open during the 2021-22 school year in Miami Beach. Originally planned for 2020 but delayed due to the COVID-19 pandemic, preparations have been made to open this new chapter site as soon as it is safe to do so in order to reach Miami Beach's underserved youth. Miami Beach's notoriously high cost of living and the low salaries service and hospitality jobs provide forces many families to live in poverty while surrounded by wealth and excess they cannot attain. With this new chapter, MMP will reach a new group of at-risk youth left behind by their community. Miami Music Project will provide our groundbreaking programming to the children of Miami Beach's only Title-1 school, Fienberg Fisher K-8.

In response to the 2020 COVID-19 Pandemic, MMP took the necessary steps to be able to provide our services to those who are most in need during the lockdowns. We converted our programming to be completely virtual, doing our part to support the health and safety of those living in the most vulnerable communities.

MMP has been recognized by many local, state, and federal organizations, including MDC Cultural Affairs, State of Florida Division of Cultural Affairs, and National Endowment for the Arts. We are very thankful for the support of the Division of Cultural Affairs, and aim to continue providing a unique opportunity to Florida's youth.

11.1 Programming Goals (2000 characters)

Please list at least three goals associated with the project or program you are 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.

Miami Music Project has operated with well-researched goals, specially tailored to benefit the communities we serve:

GOAL 1) PROMOTE SOCIAL PROGRESS THROUGH MUSIC by engaging children in ensemble-based music learning at an early age and provide intensive instruction three to five days a week by South Florida's most talented Teaching Artists and music educators.

Research conducted by Northwestern University strongly suggests two years of musical exposure for a child helps with their neurological development more than other activities like sports. Research also shows students and teachers in musical ensembles gain in social, emotional and cognitive well-being; leadership and entrepreneurship; family involvement; inclusivity and community-impact.

GOAL 2) BUILD A FOUNDATION FOR A PROSPEROUS AND SUSTAINABLE SOCIETY BY INVESTING IN CHILDREN to acquire high-level skills, which will pay back through a lifetime of productivity and responsible citizenship.

Engagement with the arts can have a positive impact on mental health. Fancourt and Steptoe (2019) found that even infrequent engagement with cultural activities can have a health enhancing effect on longevity and create a more positive emotional environment. Also, engagement with the arts positively impacts communities. For example, Stern & Seifert (2017) found that "cultural resources

in a neighborhood—particularly in low-income neighborhoods—allows residents to beat the odds and enjoy better health” (p.3). A substantial volume of research has documented the benefits of music education for youth:

1. enhanced executive functioning;
2. greater academic performance;
3. improved conduct; and,
4. lower rates of substance use (e.g., Hallam, 2010; Sachs et al., 2017).

GOAL 3) IMPROVE AND NURTURE CHILDREN’S SOCIAL-EMOTIONAL WELL-BEING, BEHAVIORAL DEVELOPMENT, ACADEMIC MOTIVATION AND ACHIEVEMENT by providing them with valuable tools, acquired by cooperatively learning to master music, thereby expanding their opportunities for success, creativity, self-confidence and self-esteem.

A comprehensive longitudinal study utilizing four large national databases to analyze the relationship between arts involvement and academic and social achievements demonstrated significantly better grades and higher rates of college enrollment and attainment, higher participation in extracurricular activities and higher levels of volunteering plus numerous other positive academic and civic behavior outcomes of low income teenagers and young adults who have engaged deeply with the arts in or out of school as compared to low-income teenagers and young adults with low arts involvement (Catterall, J.S., Dumais, S.A. and Hampden-Thompson, G., The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, Research Report #55, National Endowment for the Arts, March 2012)

GOAL 4) BUILD PRIDE WITHIN THE COMMUNITIES SERVED, while bringing them together through developing orchestras, choruses and other musical ensembles; young musicians become the new heroes to their peers, families and neighborhoods.

By fulfilling this goal, Miami Music Project will be working to resolve a massive need in our communities. Participation in and unmet demand for afterschool programs is much higher among children from low-income households than those from higher-income households, and higher among Hispanic and African-American children than white children. The parents of 57 percent of the nation’s Hispanic children not currently participating in afterschool programs stated that they would enroll their child, if a program were available (Unmet Need for Afterschool Programs in Hispanic Community is ‘Large and Growing,’

Afterschool Alliance, October 27, 2014, http://www.afterschoolalliance.org/press_archives/AA3PM-2014/Hisp-AA3PM-2014-NR.pdf)

11.2 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”

Miami Music Project will operate our revolutionary programming with the following objectives in mind:

OBJECTIVE 1) Provide over 850 at-risk youth with music learning activities, performance opportunities, and musical instruments at no cost, measured through class attendance records and performance engagement.

Miami Music Project, like many arts education programs throughout the country, experienced an unfortunate dip in program attendance. Despite our best efforts to reach out to families to have them stay in our program, there were many factors that were beyond our control. Students were easily burnt out from already learning in front of a computer at home all day long. In addition, as most of our students come from low-income communities, many of them had to sadly put their musical passions aside and find work to help support their families during the pandemic.

As we reach the end of the pandemic and relax our safety measures, we are looking forward to not only re-enrolling these students back into our programs, but we are also aiming to increase our student enrollment to a higher amount than previous years. Since our programming will be in-person during the 2021-22 school year, we are expecting a high number of families to enroll who are eager to return their students to a non-virtual educational environment.

In addition, we are aiming to open our new Miami Beach Chapter in the 2021-2022 school year, after being delayed by the COVID-19 pandemic. With this new chapter, we are expecting to increase our student enrollment by at least 100, further expanding our reach, and providing a much-needed creative and socially-impactful outlet for the under-represented youth of Miami Beach.

OBJECTIVE 2) 95% of students experience growth in musical ability, measured through the YouthArts Post Program Skills Assessment.

Miami Music Project is always extremely proud of our students for all that they accomplish year after year. We have consistently seen high levels of musical improvement. This year was no exception, and due to the musical success of our students in the 2020-21 academic year, we will aim to continue this progress into the 2022-23 academic year.

The YouthArts and Science Post Program Participant Skills Assessment is completed by a Teaching Artist and/or the Site Director upon the completion of the academic year. This measures whether students have improved in arts skills. A score of 8 or higher on the test is considered meaningful improvement.

In addition, quarterly evaluations are conducted by Teaching Artists throughout the academic year, this test requires students to be rated on a scale of 1-4 across various instrument specific skill groups. These scores are used to determine youth artistic growth and level placement the following year.

Our students' success can be seen outside of evaluations as well. Just this year alone, four of our students were selected as winners of the Chamber Music Society of Lincoln Center's Young Musicians Innovation Challenge, receiving \$1,000 to implement a program to promote the chamber music of historically underrepresented composers and their cultural heritage. In addition, 53 students were selected to attend the esteemed Interlochen Summer Arts Camp, the majority of which will be attending in person. This is the highest number of students we have had accepted, indicating a positive trend in auditions success.

OBJECTIVE 3) 90% of students will experience growth in social skills and executive functioning contributing to success in school and adulthood, measured through FIU-Community Based Research Institute developed tools analyzing the academic and social-emotional growth of MMP students and families.

Above all, Miami Music Project is a community development organization. We aim to positively impact the lives and well-beings of children living in under-represented communities, facing poverty, violence, discrimination, and other adverse factors that they have no control over yet are subjected to day after day.

We at Miami Music Project firmly believe that music is a powerful tool for social transformation, implementing Social-Emotional learning strategies and Positive Youth Development into our curriculum to counteract these negative factors. Each year, we have seen the impacts of our program on our students through the following evaluation methods:

1. The Positive Youth Development Inventory Retrospective is a student survey that asks youth to reflect on how they have grown in social-emotional capacity during their time in the program. Students answer each question based on how they were "prior to the program" and "after the program" - 58 questions in the survey, and each item is scored from 1-4. 6 subscales are included that measure Competence, Confidence, Character, Connection, Caring, and Contribution.
2. Social Emotional Learning Program Quality Assessment - Consisting of 4 domains and 18 scales, a trained individual observes 60 minutes of a classroom looking for 70 items identified as quality SEL practice in classrooms. Results show how effective Teaching Artists are at integrating SEL activities with Arts skill building activities. Teaching Artists are measured in how well they:
 1. Create a safe space,
 2. Create a supportive environment,
 3. Foster positive interactions between students, and
 4. Engage students.

The impacts of our programming can be seen outside of these evaluations as well. 2021 marks the 5th straight year that 100% Miami Music Project students who graduate from high school while still in our programs are accepted into a college or university. All these students will be continuing on to higher education with many of them declaring a major in music.

11.3 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.

As one of the largest music initiatives in the United States, participation has been proven to enhance the development of the social skills and self-confidence needed for success through a curriculum that is designed specifically for at-risk youth.

Programs offered include:

THE CHILDREN'S ORCHESTRAS: The Children's Orchestras are tuition-free, multi-year, after-school music education programs designed to transform the lives of Miami's underserved youth through daily, intensive orchestral participation. Students from kindergarten to grade 12 are served,

providing them with a school-career-long pathway to a brighter, more creative future. Students will be served in six community chapters, operating out of Miami-Dade County Public School locations in the neighborhoods of Miami Springs, Little Haiti, Liberty City, and Little Havana, Miami Gardens, and Miami Beach.

Each year, every student receives an average of 360 hours of afterschool music instruction, attending the Children's Orchestras 3-5 days a week for up to 10 hours. Daily activities include:

- Extensive mentorship from MMP trained Teaching Artists,
- Leadership opportunities,
- Skill-building exercises, and
- Positive youth development through a curriculum embedded with Social Emotional Learning strategies.

All classes and rehearsals are led and taught by Teaching Artists, local professional musicians who undergo extensive training in areas such as classroom management and cultural adaptability. Teaching Artists act not only as music teachers, but also mentors, empowering youth to experience the joy of music and inspiring cultural awareness throughout Miami's most vulnerable communities. MMP is enacting social change from within by creating a network of orchestras in Miami-Dade's most vulnerable neighborhoods.

SUMMER MUSIC CAMP: 180 students will receive over 80 hours of musical instruction and performance preparation specifically designed to increase students' social-emotional learning, artistic skills, and academic engagement. The Summer Music Camp serves to fill the gap in musical programming between school years, when our academic year-long program, the Children's Orchestras, operates.

YOUNG MUSICIANS' DEVELOPMENT PROGRAM:

YMDP equips talented youth with the resources necessary to become professional artists, educators, and leaders in the South Florida arts community. Students receive access to unique opportunities designed to equip them with the skills required in their pursuit of arts as a career. Projected activities include:

1. Weekly private lessons for junior/senior students to prepare for auditions and festivals,
2. Monthly masterclasses/workshops covering all aspects of the music industry including: performing, administration, publishing, music technology, songwriting, and label management,
3. Recording studio time to record for portfolios and auditions,
4. Private college counseling from a trained professional,
5. An individualized, paired mentor to help guide the young musician through college admissions and study, and
6. Summer enrichment opportunities including:
 - Paid training on creating their own studio, teaching private lessons, and making their personal musician skills marketable,
 - Internships with Miami-based music companies, and
 - Paid summer jobs working with MMP and community partners.

NATIONAL ENRICHMENT OPPORTUNITIES: For multiple years in a row, Miami Music Project students have unique and unprecedented access to regional and national enrichment opportunities. MMP students have successfully auditioned into the YOLA National Festival (formerly Take a Stand)

and, for multiple years, 46 students have participated in the esteemed Interlochen Summer Arts Camp.

MIAMI MUSIC PROJECT CONNECT: To ensure the health and safety of our students, families, and communities, Miami Music Project shifted to a virtual program during the COVID-19 pandemic to make sure access to high-quality music education is available to those who need it the most. Starting in March of 2020, students participated in a fully developed online music curriculum daily for 2 hours/day from 3:30pm-5:30pm. This online model was implemented throughout the 2020-21 academic year, and remains available if necessary in the future.

11.4 Partnerships & Collaborations

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.

MMP has multiple formal partnerships with arts, social-justice, and research & evaluation organizations that provide support for MMP's activities. All daily activities and programs are operated solely by MMP.

FORMAL:

Miami-Dade County Public Schools (M-DCPS)

- Long-standing partnership with M-DCPS, which has been cultivated since the founding of our organization in 2008.
- MMP's programs are housed at the schools' facilities and the use of facilities agreement is obtained through an annual contracting process.

ReEnvision Harmony

- Provides training and consultation services in racial sensitivity and Diversity, Equity, and Inclusion.

New World Symphony (NWS)

- NWS offers musical and peer mentorship to Miami Music Project students at the Little Havana Chapter twice a month through the MusicLab program.
- Culminates in a joint annual performance of all MusicLab participants at the New World Center and side-by-side with NWS Fellows.

Interlochen Center for the Arts

- 46 Miami Music Project students annually receive full scholarships to attend the renowned Interlochen Arts Camp in the summer.

YOLA National Festival & Institute

- Youth Orchestra Los Angeles offers in-depth training for young musicians interested in pursuing a career in the field of music.

- Welcomes students from Miami Music Project on a merit based scholarship.

Florida International University (FIU)

- MMP offers a full-tuition scholarship for any four-year degree to all students who graduate high school while in Miami Music Project programs.

FIU – Community Based Research Institute

- Partnered to create self-sustaining evaluation techniques and processes that will allow Miami Music Project to have a consistent and accurate analysis of student's growth.

FIU - Research Center for Minority Institutions

- Partnered with MMP to provide a top-down assessment of MMP's evaluation infrastructure, providing and supporting recommendations for improvement.

INFORMAL

Adrienne Arsht Center

- Free access to enrichment opportunities and concerts to MMP's students and families. Showcased MMP annually since 2009 through Arsht's signature family-centered program, Family Fest.

Arts for Autism Foundation

- MMP has pledged to increase its program offerings for students with special needs with the help of Arts for Autism Foundation, a South Florida-based organization specifically for children on the autism spectrum.

12. Project/Program Evaluation

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?

MMP has implemented quality evaluations at many levels. MMP begins its budget process every year with the analysis of the prior year's approved improvements and their effectiveness. Newly implemented procedures and programs are examined for areas of improvement, impact, and cost-effectiveness. This is carried out by senior staff. Recommendations for programmatic adjustments are then made by the President to the Board of Trustees.

MMP is working with the M-DCPS Assessment, Research, and Data Analysis Department to gain access to grades, attendance, and behavior marks, for not only MMP students but also non-MMP students who attend the schools hosting MMP chapters. This provides insight into the academic development of students and how their progress compares to that of their peers.

Miami Music Project has multiple processes to evaluate the quality and impact of its educational

programming. The types of evaluations utilized by MMP staff for all students include:

Social transformation:

- The Positive Youth Development Inventory Retrospective,
- FIU-Community Based Research Institute developed questionnaire designed to measure positive youth development and social emotional learning in students, and
- Social Emotional Learning Program Quality Assessment Observation.

Artistic excellence:

- YouthArts & Science Post Program Participant Skills Assessment, and
- Performance evaluations performed by MMP Teaching Artists four times a year.

Academic Impact:

- Educational Engagement Teen Survey

Community-reach:

- Confidential surveys of the families served, tracking demographic data including household income, ethnicity, and cultural background.

Additionally, MMP has partnered with independent evaluation consultant Sara Lee Consulting and FIU-Research Center for Minority Institutions to complete a top-down analysis of MMP's current evaluation processes as well as providing recommendations for the streamlining of current evaluation processes.

12.1 Artist Projects only

Describe the expected outcomes of the project. How will you determine the success of the project?

E. Impact - Reach Page 5 of 12

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.

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

26

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

26

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

12,350

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

850

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

4,000

18. 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.

18.1 Number of artists directly involved?

75

18.2 Number of Florida artists directly involved?

75

Total number of individuals who will be engaged?

17275

19. How many individuals will benefit through media?

0

20. 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.

20.1 Race Ethnicity: (Choose all that apply) * Black or African American
 Hispanic or Latino

20.2 Age Ranges (Choose all that apply): * Children/Youth (0-17 years)

20.3 Underserved/Distinct Groups: * Individuals below the Poverty Line
 Youth at Risk

21. Describe the demographics of your service area.

MMP operates in low-income neighborhoods to ensure it serves those with the greatest need and the fewest resources. MMP’s programs are open to the public, tuition-free, and accept students regardless of musical background. No student is turned away because of ability, and program spots are available on a first-come, first-serve basis.

Miami Music Project anticipates serving 850 students 6-17 years old in the 2022-23 school year. Demographics include:

- 57% female,
- 43% male,
- 57% Hispanic,
- 40% black,
- 3% other.
- 88% of our students are enrolled in the Free/Reduced lunch program, indicating low-income or

poverty status.

MMP's reach is far beyond just these neighborhoods and public schools we operate out of. Each program recruits under-served youth from the surrounding communities, and as such, we serve students from 60+ ZIP codes.

Miami's underserved communities face unique challenges that require unique solutions. Children need a safe environment to form positive relationships with peers and adults, as well as a place to provide them tools to become contributing citizens. However, these communities are subject to disproportionate amounts of crime and poverty. The Little Haiti community has an unemployment rate of 9%, almost twice that of the state of Florida as a whole. Another community where we operate in, Miami Gardens, has a 21.5% poverty rate.

With the opening of the new location on Miami Beach, we are estimating an addition of 100 students ages 6-12 years old by the end of its first year of operations. Because we will primarily enroll students from its host school when the new chapter first opens, we expect the demographics for that specific location to be similar to that of the committed host school Title-1 Fienberg Fisher K-8 Center:

- 54% male
- 46% female
- 78% Hispanic
- 11% White
- 9% Black
- 2% two or more races
- 1% Asian
- 73% eligible for free/reduced lunch

22. Additional impact/participation numbers information (optional)

Use this space to provide the panel with additional detail or information about the impact/participation numbers. Describe what makes your organization/programming unique.

In 2018, Miami Music Project's Board of Trustees passed a 10-year strategic vision outlining the organization's goals for continued and deepened impact in our communities. With five main targets, these goals provide a framework for Miami Music Project's planned growth throughout the next decade, of which many steps have already been taken.

INITIATIVE 1:

CHILDREN ORCHESTRAS EXPANSION

BROADEN ACCESS FOR ALL KIDS ACROSS MIAMI-DADE COUNTY

- A regional approach to Miami Music Project's program expansion ensuring accessibility to all children in under-resourced communities of the Miami-Dade County, and
- 12 program sites (chapters) to be operational by 2028.

INITIATIVE 2:

SERVING CHILDREN, SUPPORTING THE ENTIRE FAMILY

- Miami Music Project program chapters to serve as a "connector" to available social & support services within the communities served, through partnerships with government and private organizations providing such services.

INITIATIVE 3:

NATIONAL TEACHING ARTISTS TRAINING ACADEMY

- Annual Teaching Artists Training Program to become a National Teaching Artists Training Academy with the goal of supporting El Sistema-inspired programs nationwide,
- Hands-on training on variety of teaching and classroom techniques and web-based resources and toolkits to ensure continued education and support, and
- Piloted in 2020-2021, will be expanded in 2021-2022.

INITIATIVE 4:

LEADERS ORCHESTRA BECOMES A TRUE MIAMI YOUTH ENSEMBLE

- Develop a feeder-pattern strategy and provide transportation for young musicians across Miami-Dade to join our top-level Leaders Orchestra / future Miami youth symphony,
- Opportunities to work with accomplished conductors and guest artists, and
- Year-round schedule of performances at top venues throughout Miami-Dade.

INITIATIVE 5:

YOUNG MUSICIANS DEVELOPMENT PROGRAM

BOOSTING MUSIC PERFORMANCE AND BECOMING A DESTINATION OF CHOICE FOR YOUNG, ASPIRING MUSICIANS

- Capture talented youth across Miami-Dade County and provide access to MMP outside of our year-round after-school programming,
- Orchestra Boot Camps become “audition clinics” helping young musicians prepare for competitions, local, regional and college auditions, and
- Access to concerts, masterclasses, workshops, meet & greets, artists lectures, etc. through multiple established community partnerships.

23. 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.

Miami-Dade

24. What counties does your organization serve?

Select the counties in which your organization provides services. For example, if your organization is located in Alachua County and you provide resources and services in Alachua as well as the surrounding counties of Clay and St. Johns, you will list all three counties. This might include groups that visit your facility from other counties.

Miami-Dade

25. Describe your virtual programming - (Maximum characters 3500.)

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.

MMP was presented with a unique set of challenges because of the COVID-19 pandemic. Due to us operating within Miami Dade County Public School facilities and their subsequent closures, we had to act fast to ensure our mission would be fulfilled. We knew we couldn't put our work on hold, as this was a time where our students needed us the most. The pandemic has been disproportionately impacting communities of color. A lack of access to comprehensive healthcare, nutrition-scarce neighborhoods, and large families living in multi-generational homes are only some of the COVID-19 risk factors faced by the communities we serve. According to The Florida Health Justice Project, as of May 2020, African Americans living in Miami-Dade County with COVID were hospitalized at a rate of 23.3% with a 6.1% mortality rate, as compared to their white counterparts at 17.7% with a 3.9% mortality rate. As such, we recognized how the pandemic would have an adverse effect on the mental and developmental well-being of our students who live in these very same communities, and the cancelling of after-school programs would hurt them even more.

Our Board of Trustees acted quickly and decisively to ensure we are making proactive decisions with the best interests of our communities in mind. The Board made bold, urgent decisions to ensure our mission remains the foremost priority:

1. Immediately shifting the Children's Orchestras and all other MMP programs to a temporary virtual classroom, and
2. Compensating our Teaching Artists for the classes suspended in the immediate wake of the pandemic.

Through our virtual programming, called Miami Music Project Connect, we are providing 300 classes every week to our hundreds of students, with each of them receiving a total of 8 hours of music instruction per week. These classes include a combination of small and large group instruction and individual lessons. In addition, MMP staff supported our communities and families by:

1. Providing and delivering supplies to the families we serve, including delivering free meals,
2. Connecting families with health and nutrition resources, and
3. Making sure technology requirements are provided and functional to families so they can effectively access and engage in schoolwork.

Since March of 2020, MMP has provided our students with a socially transformative arts education to at-risk youth through a virtual, web-based program, all completely free of charge. Students have been participating in a fully developed online music curriculum daily for 2 hours/day from 3:30pm-5:30pm. Via a private zoom link, the Site Director and Site Coordinator organize students into breakout rooms where Teaching Artists provide 2 hours of intense music learning in either sectionals or large group rehearsals.

The chapters serving younger students teamed up to create opportunities for children to interact with youth from other communities and form new, meaningful bonds that would not have been possible without the virtual program. These "sister chapters" relationships will continue even after social distancing guidelines are lifted so that these friendships can continue to prosper and cross cultural and geographic lines that typically segregate Miami-Dade County youth. These and similar efforts will continue as long as the school closures are in effect. Once distancing guidelines are lifted and after-school programs are allowed to operate in Miami-Dade County Public Schools, the community chapters will return to the schools as soon as possible to operate the Children's Orchestras as intended.

Our virtual programming has been well-received. Our program was nationally lauded in an NPR radio

segment, saying we have “done an unbelievable job over the years of offering music education, instruction and ensemble experience to kids in underserved communities and have continued to do so throughout the pandemic.”

26. Proposal Impact - (Maximum characters 3500.)

How is your organization benefitting your community .What is the economic impact of your organization?

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

Miami Music Project prides itself in being a community-oriented organization. While we do maintain the importance of musical achievement, the main focus of our programming is having a positive impact on our students and their neighborhoods for years to come.

For most participants, MMP serves as their only opportunity to engage in music. Miami Music Project is tailored to Miami’s unique cultural, demographic, and economic needs. Our various programs seek not only musical outcomes, but social change in the form of more connected communities and increased opportunities for social, personal and economic growth.

MMP’s ground-breaking structure embeds Social-Emotional Learning with ensemble-based musical instruction. In this collaborative and team-oriented environment, students from Miami’s underserved communities are able to build positive adult-youth relationships, participate in activities that enhance social skills as well as musical skills, and learn the importance of civic engagement and group achievement.

Additionally, our programs are built to serve students of all grades, meaning our students progress from year-to-year and continue to improve and grow with the program. We operate on five levels of advancement to allow students to progress according to their age and skill level.

Our various programs seek not only musical outcomes, but social change in the form of more connected communities and increased opportunities for social, personal and economic growth.

Independent research has concluded the following findings:

- Improvement across competence, confidence, character, connection and caring,
- Better psychological adjustment, experiencing a reduction in social anxiety and problems with peers,
- Improved executive functioning, specifically working memory,
- Significant enhancements in traits such as grit, goal-directed hope and empathy, and
- Improvements in youth skills, attitudes and behaviors over the course of the school year.

All of these lead to better grades, attendance, behavior and academic achievement which ultimately improves the educational standard and creates future leaders for the community.

Independent research, conducted by FIU Community Based Research Institute (CBRI), has shown the profound effects MMP programs have on its constituents. Students reported skills improvements in the following areas:

- 92% in self-esteem and concentration
- 93% in communication, cooperation and leadership

- 94% in confidence and determination
- 96% in self-motivation

Additional parent surveys by MMP staff included the following:

- MMP made it affordable for their child to take part in quality out-of-school activities (83%)
- MMP gave their child opportunities they do not get in school (68%)
- Their Child’s behavior at home improved (64%)
- Reduction of their own stress level due to their child’s participation in MMP (56%)
- MMP helped them keep their current job or allowed them to get a new job (24%)

ECONOMIC IMPACT:

Most of MMP’s expenditures contribute directly to the arts of Miami-Dade County. MMP’s Teaching Artists are local, professional musicians who received paid training to become exceptional teachers and mentors. In 2020, MMP paid over \$613,913 directly to these local musicians, providing supplemental income to support Miami’s growing arts scene as most musicians are unable to contract enough work to make a living.

Miami Music Project prides itself on not only being a cultural beacon to the communities we serve, but also as a source of stability for the greater arts and culture of Miami as a whole. Miami Music Project Teaching Artists rely on us for up to half of their annual income. As our TAs are a part of Miami’s music scene, this position is not only essential for our programs, but also for the vitality of Miami’s arts community altogether.

27. Marketing and Promotion

27.1 How are you marketing and promoting your organizations offerings? *

Brochures

- Collaborations
- Direct Mail
- Email Marketing
- Newsletter
- Organic Social Media

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

How are you marketing and promoting your organizations offerings?

Miami Music Project recognizes the vital importance of a well-defined, cross-platform marketing approach. We have had great success over the past 13 years crafting and maintaining deep ties with the communities we serve, allowing us to foster a grass-roots marketing strategy that has worked exceptionally well. Our marketing objectives are focused on strengthening our brand and increasing overall presence through the development of partners and donors, systematic multimedia promotion, and opportunities for the development for children, families and communities we serve. All marketing, communications, and promotion initiatives will continue to stress the importance of donors for the organization’s continued success.

MMP has formed partnerships with community centers, churches and local social justice

organizations, who also distribute Miami Music Project information and materials to potential recruits. In addition, MMP has teamed up with local cultural arts institutions to address current music education gaps and determine possible strategies to make music accessible to every child. Steps have already been taken with President Anna Klimala's involvement in Music Access Fellowship, an initiative in which Miami arts organizations engage and collaborate with one another to address the artistic needs of Miami communities.

Students are recruited via marketing events at schools in underserved areas, as well as large-scale events such as Arts Launch and Family Expo. Flyers with applications are distributed at MMP community chapters, strategic partners, churches, community centers, and to community leaders. Enrollment and application info is sent digitally through all social media and through eblast. Partners such as Arsht Center and New World Symphony send information regarding MMP to their mailing lists. Students are admitted via an application process that is initiated either online or physical application forms for their parents to fill out. They are then placed at appropriate levels based on age and auditions.

Especially over this past year, Miami Music Project has been able to utilize social media platforms to great advantage. MMP has a consistent and sizable audience on social media platforms (Facebook, Twitter, Snapchat, and Instagram) and will continue to share engaging content to fully utilize the potential user base. New visual content will be shared that highlights the positive impact our program has had on students and their parents.

MMP currently has a robust following on social media:

- FB @miamimusicproject: 4,084 likes
- TW @MiaMusicProject: 1,473 followers
- IG @MiamiMusicProject: 2,704 followers
- Eblast: 7,000+ subscribers

Public Relations:

Miami Music Project has had a successful track record of utilizing multimedia outlets at the local, regional, and national level to increase awareness of our programs. This past year, our utilization of a Public Relations firm allowed us to broaden our reach even more. Multiple media placements created organic interest in Miami Music Project and drove traffic to programmatic operations. Recent media placements included appearances in South Florida Caribbean News, Philanthropy.com, ESPIRE Magazine, Youth Today, Miami Herald, NBC6, and Broadwayworld.com.

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

28. 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 step are you taking to make your programming accessible to persons of all abilities and welcoming to all members of your community?)

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.

Miami Music Project proudly serves students of all abilities, making accommodations as needed to ensure each and every student has complete access to its programming. All MMP Programming staff undergoes annual workshop training for Inclusion Strategies for Children and Youth with Disabilities provided by Miami-Dade County Department of Cultural Affairs. Schools and performance sites used by MMP meet ADA requirements. Miami-Dade County Public Schools are required by federal law to make reasonable accommodations for persons with disabilities in their facilities, which ensures MMP's daily educational programming is hosted in places with access for people of all levels of ability. Additionally, MMP staff conducts on-site assessment of every venue it uses for programming and performances to be certain the needs of its students and audience are met.

Thanks to our ongoing partnership with Arts for Autism Foundation, Miami Music Project has been able to

increase its programmatic and educational offerings for students on the autism spectrum. The director of Arts for Autism and disability advocate Audrey Amadeo has been observing MMP's classes and providing appropriate feedback as to how staff and Teaching Artists can be more inclusive for children on the spectrum. An additional partnership we have gained is with Advocacy Network on Disabilities. They provide Teaching Artists and Programming staff with hands-on workshops and training seminars to ensure they are fully ready to address the needs of students of all abilities. It is MMP's policy to comply with all the ADA requirements. To request materials in any accessible format and/or any accommodation needed to attend an MMP event or program, information is posted on the MMP website at www.miamimusicproject.org that identifies Director of Operations Andrea Pascual and her contact information.

By making a request via email or phone at least 5 days in advance, MMP will provide needed accommodations. This includes providing print materials in alternative formats, such as large-print brochures/labels/programs, Braille, and electronic/digital formats; accommodations for performances, such as audio description, tactile opportunities, sign language interpretation, and real-time captioning; and assistive listening devices. Miami Music Project marketing materials include accessibility symbols.

Individual or Solo Artists: Skip questions 2-5 and move on to section H.

29. Policies and Procedures

Yes

No

30. Staff Person for Accessibility Compliance

Yes

No

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

Andrea Pascual

31. 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.

31.1 If yes, when was the evaluation completed? 5/1/2020

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

Yes

No

32.1 If yes include here:

Miami Music Project celebrates equity, diversity, and inclusiveness. We believe a fully diverse staff and board that reflect the unique cultural fabric of the communities we serve is essential to having a realized impact in our work.

33. Accessibility includes other factors besides physical. What efforts has your organization made to provide programming for all?

MMP proudly has no barriers of entry to students. MMP chapters are located centrally in underserved regions to ensure our mission is delivered to those who need us the most. In addition to increasing youth's artistic knowledge and skills, participation enhances their development of the social skills and self confidence needed for success as musicians and high-achieving students, leading to the strong self-esteem needed to accomplish their highest goals.

Ultimately, MMP is a community development program, providing economic impact in the lives of its participants. Each student receives, on average, 350 programming hours provided completely free of charge. Each hour of musical instruction can cost approx. \$50/hour based on regional industry standards. This means our programming provides \$17,500 of instruction completely free per child to

each community. This, on top of free instruments, transportation, and supplies amounts to each child receiving around \$3,000 worth of comprehensive, high-quality musical instruction completely free of charge.

Miami Music Project recognizes that those who need a program like this the most are the ones who can't access it due to many factors, one of which being transportation. We serve students from 50+ zip codes all over Miami-Dade County, and no matter how comprehensive a program is, it serves little use if those who need it the most cannot access it. This is why MMP provides free daily busing to our students who otherwise would not be able to participate in an afterschool music program. This makes us able to eliminate the music education barriers of transportation as well as cost.

34. Describe the Diversity of your staff, volunteers, and board members.

STAFF:

Miami Music Project prides itself on keeping diversity in mind when cultivating and maintaining its staff. Of our 16 staff members, about three quarters are non-white, with 44% of staff identifying as Hispanic, and 31% as Black or African American. We hire directly from the communities we operate in order to better serve the specific needs of our students. This enables us to better communicate and work directly with parents, as well as form partnerships with community centers, schools, churches, and leaders to recruit new students, proving that diversity in the workplace is indeed an asset.

Through our recent partnership with ReEnvision Harmony, we have taken massive steps forward in making our workplace more equitable. ReEnvision Harmony has provided MMP Teaching Artists with training in racial sensitivity, bias, and cultural adaptability. In addition, they have provided consultation services specifically in Diversity, Equity, and Inclusion, which includes the creation of a committee to oversee and recommend changes to lift the voices of employees and constituents of underserved populations. This committee meets once a month to address the needs of all staff, Teaching Artists, and families to make sure all members of the organization are able to participate in crucial decisions.

VOLUNTEERS:

Miami Music Project has utilized the talents and enthusiasm of our volunteers since the very start of the organization. All volunteers are recruited from the communities we serve, with the majority of them being parents of children enrolled in MMP. In addition, we have had several parents eagerly keep volunteering years after their child had graduated from the program.

BOARD:

17% of Miami Music Project's Board identify as Black or African American, and 11% identify as Hispanic or Latinx, meaning 28% of MMP's Board are comprised of non-white members. We are proud to say that these numbers are higher than the national average of non-white Board Members of non-profit organizations, which is only at 13%, according to a study by Russel Reynolds. Even more impressive still is that the national average percentage of non-white voting members for performing arts organizations is only at 7%, meaning our Board is about four times more diverse. In addition, our Board diversity in terms of gender is about the same as the national average. Our Board of Trustees is composed of about 33% female members, as compared to the national average of 36%.

To better connect with our communities, we created a position on our Board called the Parent Representative. This seat is reserved for a parent of our students, as they can directly advise the rest of the Board and give insight from a very valuable, first-hand perspective. This member has full voting rights, responsibilities, and privileges as the rest of the elected Board.

G. Track Record Page 7 of 12

35. Fiscal Condition and Sustainability

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 financial condition of MMP is secure. We have operated with balanced budgets each year and have both liquidity and working capital for our current needs. Our investment reserves are essential in providing the organization with financial flexibility and stability without worrying about unexpected financing shortfalls, even in moments of extreme economic instability. MMP has an 18-member, dedicated Board of professionals committed to the success of the program. Currently, MMP's funding comes from 68% individual contributions, 22% foundations and grants, and 5% in-kind contributions. MMP has multiple matching pledges to increase the impact of individual contributions.

Miami Music Project's fiscal responsibility has been apparent through the COVID-19 pandemic as well. While many organizations were forced to shut down operations due to barriers of costs to pivot to online programming, Miami Music Project used its financial reserves to front all costs with moving to a virtual program. Despite facing a \$250,000 deficit, Miami Music Project was able to close the year with a modest surplus thanks to aggressive fundraising, community support, and necessary budgetary cuts, all while continuing to serve the community and not furloughing any employees.

As we enter our fourth year of the Capacity Building Initiative, we feel confident in our ability to sustain this progress after utilizing the funds from the State of Florida. Miami Music Project already has over 40% of our \$10 million goal completed. High-level funders of the project to date include: Genesis Inspiration Foundation, Knight Foundation, Pumpkin Foundation, Perez Family Foundation, Dunspaugh-Dalton Foundation, and M:X Experimental.

Miami Music Project's Board of Trustees created a permanent endowment to provide solid stability for the organization during this period of aggressive growth and development. Multiple prospects have been identified to help MMP achieve its lofty goal. Additionally, Miami Music Project staff has begun working with independent fundraising consultants for the crafting of a comprehensive development plan aimed to create sustainable funding sources to allow for additional, sustainable expansion. These services are being provided pro-bono, and have aided in identifying 50 prospects who can increase annual public gifts by over \$350,000, which equates to the annual costs for a new programming chapter.

In addition, as we work to open a new chapter in Miami Beach, we plan on forming strategic sponsorship partnerships with Miami Beach's established restaurants and hotels. These institutions typically employ Miami Beach's residents who are immigrants and/or live in economically at-risk neighborhoods. Thus, their employees will directly benefit knowing their children are in a safe-after school environment receiving life-changing, high-quality music instruction at no cost.

36. Completed Fiscal Year End Date (m/d/yyyy) * 6/30/2020

37. Operating Budget Summary

Expenses	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
1. Personnel: Administrative	\$172,639	\$165,658	\$178,915
2. Personnel: Programmatic	\$760,093	\$729,356	\$787,750
3. Personnel: Technical/Production			
4. Outside Fees and Services: Programmatic	\$569,878	\$630,864	\$630,043
5. Outside Fees and Services: Other	\$71,179	\$122,896	\$130,000
6. Space Rental, Rent or Mortgage	\$57,243	\$74,760	\$80,750
7. Travel	\$73,416	\$92,150	\$95,000
8. Marketing	\$10,449	\$20,148	\$20,250
9. Remaining Operating Expenses	\$114,321	\$146,541	\$158,140
A. Total Cash Expenses	\$1,829,218	\$1,982,373	\$2,080,848
B. In-kind Contributions	\$37,260	\$41,500	\$41,500
C. Total Operating Expenses	\$1,866,478	\$2,023,873	\$2,122,348
Income	Previous Fiscal Year	Current Fiscal Year	Next Fiscal Year
10. Revenue: Admissions	\$3,253	\$5,000	\$5,000
11. Revenue: Contracted Services			
12. Revenue: Other	\$139,964	\$73,400	\$80,000
13. Private Support: Corporate	\$47,183	\$11,753	\$20,000

14. Private Support: Foundation	\$482,853	\$694,789	\$700,000
15. Private Support: Other	\$778,021	\$664,910	\$775,000
16. Government Support: Federal	\$30,000	\$100,000	\$50,000
17. Government Support: State/Regional	\$44,625	\$51,337	\$50,000
18. Government Support: Local/County	\$319,023	\$381,184	\$390,848
19. Applicant Cash			
D. Total Cash Income	\$1,844,922	\$1,982,373	\$2,070,848
B. In-kind Contributions	\$37,260	\$41,500	\$41,500
E. Total Operating Income	\$1,882,182	\$2,023,873	\$2,112,348

38. Additional Operating Budget Information - (Maximum characters 500.)

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."

The resulting surplus was used to seed an endowment fund created to provide financial and organizational stability for future programmatic activities. "Revenue: Other" is comprised of investment income and pledge discounts as determined during the auditing process.

39. 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

40. Hours *

- Organization is open full-time

Organization is open part-time

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

Yes

No

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42. Rural Economic Development Initiative (REDI) Waiver

Yes

No

43. 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.myflorida.com/cultural/grants/grant-programs/>. Proposal Budget expenses must equal the Proposal Budget income.

The expense section contains three columns:

- a. Grant funds (these are the funds you are requesting from the state)
- b. Cash Match (theses are earned or contributed funds supplied by your organization))
- c. In-kind (the value of donated goods and services)

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).

43.1 Personnel: Administrative *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Administrative Employee Salaries	\$0	\$192,297	\$0	\$192,297
2	Administrative Employee Payroll & Benefits	\$0	\$32,524	\$0	\$32,524
Totals:		\$0	\$224,821	\$0	\$224,821

43.2 Personnel: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Music Education Director	\$0	\$60,000	\$0	\$60,000
2	Director of Operations	\$0	\$80,000	\$0	\$80,000
Totals:		\$50,000	\$818,479	\$0	\$868,479

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
3	Program Manager	\$0	\$55,000	\$0	\$55,000
4	Site Directors (6)	\$50,000	\$230,500	\$0	\$280,500
5	Site Coordinators (6)	\$0	\$97,883	\$0	\$97,883
6	Programming Assistant	\$0	\$40,000	\$0	\$40,000
7	Allocated Programmatic Salaries	\$0	\$125,000	\$0	\$125,000
8	Programmatic Employee Payroll & Benefits	\$0	\$130,096	\$0	\$130,096
Totals:		\$50,000	\$818,479	\$0	\$868,479

43.3

43.4 Outside Fees and Services: Programmatic *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Teaching Artist Services	\$100,000	\$558,734	\$0	\$658,734
2	Teaching Artist Training	\$0	\$17,448	\$0	\$17,448
3	Guest Artists and Coaches	\$0	\$5,000	\$0	\$5,000
Totals:		\$100,000	\$581,182	\$0	\$681,182

43.5 Outside Fees and Services: Other *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Site Security (6)	\$0	\$59,406	\$0	\$59,406
2	Bus Assistants (3)	\$0	\$19,560	\$0	\$19,560
Totals:		\$0	\$89,966	\$0	\$89,966

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
3	Production Assistants	\$0	\$1,000	\$0	\$1,000
4	Other Contractors and Consultants	\$0	\$10,000	\$0	\$10,000
Totals:		\$0	\$89,966	\$0	\$89,966

43.6 Space Rental (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Office Space Rental	\$75,838	\$0	\$75,838
2	Performance Venue Rental	\$10,500	\$15,000	\$25,500
Totals:		\$86,338	\$15,000	\$101,338

43.7 Travel (match only) *

#	Description	Cash Match	In-Kind Match	Total
1	Student Bussing	\$78,450	\$0	\$78,450
2	Programming Staff Travel	\$17,524	\$0	\$17,524
3	Administrative Staff Travel	\$11,300	\$0	\$11,300
4	Travel for Conferences	\$3,500	\$0	\$3,500
5	Production & Equipment Transportation	\$1,650	\$0	\$1,650
Totals:		\$112,424	\$0	\$112,424

43.8 Marketing *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Outreach & Recruitment	\$0	\$14,000	\$0	\$14,000
Totals:		\$0	\$29,525	\$15,000	\$44,525

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
2	Events	\$0	\$7,350	\$0	\$7,350
3	Graphic Design	\$0	\$8,175	\$15,000	\$23,175
Totals:		\$0	\$29,525	\$15,000	\$44,525

43.9 Remaining Proposal Expenses *

#	Description	Grant Funds	Cash Match	In-Kind Match	Total
1	Instrument Purchase and Maintenance	\$0	\$47,500	\$0	\$47,500
2	Student Seminars	\$0	\$2,500	\$0	\$2,500
3	Site Supplies	\$0	\$17,290	\$0	\$17,290
4	Sheet Music & Compositions	\$0	\$4,000	\$0	\$4,000
5	General Operating Expenses	\$0	\$41,725	\$30,000	\$71,725
6	Misc.	\$0	\$13,000	\$0	\$13,000
Totals:		\$0	\$126,015	\$30,000	\$156,015

Amount of Grant Funding Requested: \$150,000

Cash Match: \$2,068,750

In-Kind Match: \$60,000

Match Amount: \$2,128,750

Total Project Cost: \$2,278,750

44. 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.

44.1

44.2

44.3 Revenue: Other *

#	Description	Cash Match	Total	
1	Registration Fees	\$5,000	\$5,000	
2	Investment Income	\$78,025	\$78,025	
Totals:		\$0	\$83,025	\$83,025

44.4 Private Support: Corporate *

#	Description	Cash Match	Total	
1	Baldwin Richardson Foods	\$25,000	\$25,000	
2	Genesis Inspiration Fund	\$10,000	\$10,000	
3	Target Circle	\$5,000	\$5,000	
4	Other Corporate Supporters	\$10,000	\$10,000	
Totals:		\$0	\$50,000	\$50,000

44.5 Private Support: Foundation *

#	Description	Cash Match	Total	
1	Knight Foundation	\$150,000	\$150,000	
2	Miami Gardens Music Alliance	\$137,500	\$137,500	
3	Pumpkin Foundation	\$400,000	\$400,000	
4	Peacock Foundation	\$50,000	\$50,000	
5	Jorge M. Perez Family Foundation	\$100,000	\$100,000	
6	Dunspaugh-Dalton Foundation	\$75,000	\$75,000	
Totals:		\$0	\$969,877	\$969,877

#	Description	Cash Match	Total
7	Additional Local Family Foundations	\$57,377	\$57,377
Totals:		\$0	\$969,877

44.6 Private Support: Other *

#	Description	Cash Match	Total
1	Individual Contributions	\$475,000	\$475,000
Totals:		\$0	\$475,000

44.7 Government Support: Federal *

#	Description	Cash Match	Total
1	NEA Grants for Arts Projects	\$100,000	\$100,000
Totals:		\$0	\$100,000

44.8

44.9 Government Support: Local/County *

#	Description	Cash Match	Total
1	The Children's Trust	\$225,848	\$225,848
2	Miami Dade County: Youth Arts Miami	\$125,000	\$125,000
3	Miami Dade County: Summer Arts and Science Camps	\$40,000	\$40,000
Totals:		\$0	\$390,848

44.10

Total Project Income: \$2,278,750

44.11 Proposal Budget at a Glance

Line	Item	Expenses	Income	%
A.	Request Amount	\$150,000	\$150,000	7%

Line	Item	Expenses	Income	%
B.	Cash Match	\$2,068,750	\$2,068,750	91%
	Total Cash	\$2,218,750	\$2,218,750	98%
C.	In-Kind	\$60,000	\$60,000	3%
	Total Proposal Budget	\$2,278,750	\$2,278,750	101%

45. Additional Proposal Budget Information (optional)

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.

Miami Music Project is requesting \$50,000 for Site Director salaries. Site Directors manage the daily operation of MMP's program sites. In addition to ensuring quality programming and student safety, Site Directors manage student recruitment and retention, community partnerships, and on-site Teaching Artists.

MMP is requesting \$100,000 for Teaching Artist fees. Teaching Artists are local, professional musicians who are trained in providing socially conscious music education to at-risk youth. In addition to serving as direct service staff, Teaching Artists become mentors to students.

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.

46. Required Attachment List

Please upload your required attachments in the spaces provided.

46.1

Substitute W-9 Form

File Name	File Size	Uploaded On	View (opens in new window)
Miami Music Project_Sub W9.pdf	33 [KB]	5/31/2021 1:04:18 PM	View file

46.2

Educational Materials

File Name	File Size	Uploaded On	View (opens in new window)
Curriculum Intro 2021-02-10.pdf	174 [KB]	5/31/2021 1:05:30 PM	View file

47. Support materials (required)

File	Title	Description	Size	Type	View (opens in new window)
Evaluation_Tools_2021-22.pdf	Evaluation Tools	Tools and surveys utilized by MMP staff to evaluate the impact of programs on constituents.	1848 [KB]		View file
Project TREBLE_Executive Summary.pdf	Project TREBLE Executive Summary	5 page summary of independent research study evaluating the longitudinal impact of MMP programs on students.	257 [KB]		View file
Staff_Bios__Resumes_2020.pdf	Staff Bios and Resumes	Resumes and Bios for key staff.	3277 [KB]		View file
MMP_COVID-19_Response_and_Activities.pdf	MMP's COVID-19 Response	Document outlining how MMP successfully responded to COVID-19 ensuring continued impact on students.	5585 [KB]		View file
Children's Orchestra Expansion Plan.pdf	Children's Orchestras Expansion Plan	Detailed plan of MMP's strategic vision for programmatic expansion over the next ten years.	1451 [KB]		View file

File	Title	Description	Size	Type	View (opens in new window)
Miami Music Project Financial Statements 2020.pdf	MMP 2020 Audited Financial Statements	Audited Financial Statements for the 2019-2020 year	562 [KB]		View file
Fantastic Season Finale Program (1).pdf	Miami Music Project - Finale Concert with Link to Video	Miami Music Project virtual finale with link to livestreamed event	3811 [KB]		View file
Testimonials__Press_updated.pdf	Parent Testimonials and Press Clippings	Parent Testimonials and press selection from Miami Herald	1172 [KB]		View file
Letters of Agreement_DOS 2022.pdf	Letters of Agreement	LOA from Miami Dade County Public Schools, New World Symphony, Perez Family Foundation, Florida International University, and Arts for Autism Foundation	1671 [KB]		View file
Miami_Music_Project_Board_List_FULL.pdf	List of Board of Trustees	List of Board of Trustees and their roles.	581 [KB]		View file

J. Notification of International Travel Page 10 of 12

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.

48. 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 Department of Economic Opportunity.

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.

49. 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

50. 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-1.039, Florida Administrative Code.

51. Review and Submit

I hereby certify that I am authorized to submit this application on behalf of Miami Music Project, 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.

51.1 Signature (Enter first and last name)

Anna Klimala

