



Florida Division of Cultural Affairs
08-6001 - Arts in Education - School Base

Applicant: Hippodrome State Theatre, Inc.
Phone: (352) 373-5968
Email: grants@thehipp.org

Document Generated: Monday, November 5th 2007, 1:35 pm

Florida Department of Cultural Affairs

Program: Arts in Education

Application: 08-6001

Hippodrome State Theatre, Inc.



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Organization Profile

Organization Name	Hippodrome State Theatre, Inc.
Chief Executive Official:	Mary Hausch
Address	25 Southeast Second Place Gainesville, Florida 32601 County: Alachua
Main Contact Phone #:	(352) 373-5968
Tax ID#:	59-1590987
Fiscal Year Start / End:	May 1 - November 30
Florida Senate/House District #s:	14/23
U.S. Congressional District #:	22
Is the organization minority owned?	No
Is the organization state funded?	No
Is this an Arts Organization?	Yes
Accredited Museum?	No
Is your organization within a REDI designated area?	No
Has your organization ever received a grant from the Division of Cultural Affairs?	Yes - 2007
Organization Status:	Organization - Non-Profit
Primary Function:	Artist/producer
Secondary Function:	Education
Institution Type:	Arts Center
Organization Discipline:	Theatre - General
Racial Demographic Characteristic:	No Single Group Listed Above
Organization Email:	grants@thehipp.org



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Application Cover Page

Funding Category: School Base

NOT-FOR-PROFIT DESIGNATION:

I hereby certify that the above referenced applicant is eligible to receive grants from the Division of Cultural Affairs pursuant to the following not-for-profit status of the organization:

A not-for-profit Florida orporation according to these definitions:

- a. incorporated or authorized as a not-for-profit corporation, in good standing, pursuant to Chapter 617, Florida Statutes; (Chapter 623, FS. for private schools) and
- b. designated as a tax-exempt organization as defined in s.501(c)(3) or (4) of the Internal Revenue Code of 1954



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General Information

Contact for this application	Summers, Malena
Proposal Title	Hippodrome Improvisational Teen Theatre
Grant Amount Requested	\$10,000
Start Date	July 1st, 2007
End date	June 30th, 2008
Number of different events	32
Number of performances	200
Number of individuals expected to participate in the proposal activities	3,250
Number of youth expected to participate in the proposal activities	2,750
Number of elders expected to participate in the proposal activities	200
Number of artists expected to participate in the proposal activities	12

A/V Materials

DVD presentations offering excerpts from Hippodrome Improvisational Teen Theatre interviews, student created Public Service Announcements and HITT photographs have been included in each application. The DVD will play in most computers equipped with a DVD drive and DVD playing software.

AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION

Are the applying organizations's facilities and PROGRAMS accessible to persons with disabilities?	Yes
Has an ADA self-evaluation of the organizations's facilities and PROGRAMS been conducted?	Yes
If yes, give date completed	July 8th, 2005
Have policies and procedures been established which address nondiscrimination against persons with disabilities?	Yes
Do you have a complaint process for discrimination on the basis of disability?	Yes
Is this information posted?	Yes
Designated staff person responsible for Section 504, ADA and Florida Statutes 553 Compliance	Robert Robins
Are other staff members informed and trained in access issues?	Yes

Mission Statement

To explore the truth of the human experience and the human spirit through the examination and presentation of dramatic work and through our commitment to the following goals: create an artistic home and a strong artistic company, nurture collaboration with new playwrights, enrich our community through artistic presentation and educational outreach.



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Grant Counties

These are the counties in which project / programming will actually occur:

Alachua, Union



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Operating Budget - Expenses

Expenses	FY 2005	FY 2006	FY 2007
1. Personnel - Administrative	\$300,000	\$320,000	\$360,000
2. Personnel - Artistic	\$320,000	\$323,000	\$371,150
3. Personnel - Technical/Production	\$180,500	\$190,000	\$206,500
4. Outside Artistic Fees & Services	\$24,000	\$25,000	\$41,250
5. Outside Other Fees & Services	\$0	\$0	\$0
6. Space Rental/Rent or Mortgage (interest only, not principal portion)	\$250,000	\$250,000	\$250,000
7. Travel	\$23,000	\$24,000	\$27,200
8. Marketing	\$340,000	\$345,000	\$367,250
9. Remaining Operating Expenses	\$990,000	\$998,000	\$1,057,400
10. Total Cash Expenses (add lines 1-9)	\$2,427,500	\$2,475,000	\$2,680,750
11. Total In-kind Contributions	\$135,000	\$140,000	\$150,000
12. Total Expenses (add lines 10 + 11)	\$2,562,500	\$2,615,000	\$2,830,750



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Operating Budget - Income

Income	FY 2005	FY 2006	FY 2007
13. Admissions	\$710,000	\$750,000	\$819,500
14. Contracted Services	\$0	\$0	\$0
15. Other Revenue	\$300,000	\$305,000	\$320,250
16. Corporate Support	\$275,000	\$275,000	\$288,750
17. Foundation Support	\$40,000	\$55,000	\$57,750
18. Other Private Support	\$135,000	\$135,000	\$141,750
19. Government Support - Federal	\$286,000	\$270,000	\$283,500
20. Government Support - State/ Regional	\$308,000	\$310,000	\$375,500
21. Government Support - Local/County	\$373,500	\$375,000	\$393,750
22. Applicant Cash	\$0	\$0	\$0
23. Total Cash Income (add lines 13-22)	\$2,427,500	\$2,475,000	\$2,680,750
24. Total In-kind Contributions	\$135,000	\$140,000	\$150,000
25. Total Income (add lines 23+24)	\$2,562,500	\$2,615,000	\$2,830,750
26. Cash Reserves (line 25 minus line 12)	\$0	\$0	\$0



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Grant Proposal Summary

Identify the goals of the proposal. List the specific objectives and provide an overview of the methods.

Goals

Funding from School-Based Arts Education Program will assure the growth of the award winning Hippodrome Improvisational Teen Theatre (HITT) Program. HITT has been proven effective in decreasing prevalent risk factors in our community through the use of arts programming. Since its inception in 1984, HITT has improved the lives of over 45,000 adolescents and teens including economically disadvantaged teens, juveniles in a detention center or other mandatory program, perpetrators of violent or criminal acts, school failures or dropouts, victims of physical, sexual or emotional abuse, and juveniles suffering from a sense of alienation, rebelliousness, and a lack of bonding to society. HITT works in partnership with alternative schools, DJJ facilities, and community organizations to target the students that are in most need of services in Alachua and Union Counties.

The Hippodrome State Theatre will use the HITT program to accomplish the following goals:

- 1) Provide youth with an arts-based forum to explore issues that face them daily and develop skills to make positive life choices.
- 2) Provide participants with a sense that they can succeed and to furnish them with the skills and knowledge necessary to resist high-risk behaviors.
- 3) Expose teens to methods for creatively exploring their attitudes about such serious life issues as alcohol and substance abuse, violence, teen pregnancy and HIV/AIDS.
- 4) Expand HITT's award-winning arts-based prevention services to rural, underserved areas.

Objectives

Objective 1: Increase sense of citizenship and connection to the community by 20% among 30% of participating youth through at least one community tour site each session.

Objective 2: Increase knowledge regarding the effects of alcohol and substance abuse by 30% among 50% of the at-risk youth served.

Objective 3: Increase knowledge regarding the effects of violent behaviors by 30% among 50% of the youth served.

Objective 4: Increase social skills of responsibility, sociability, flexibility, teamwork, adaptability, discipline, ability to handle anxiety, problem-solving skills, and self-esteem in 66% of the youth served reflected by consistent participation and behavioral compliance with no more than two disciplinary infractions during the eight to nine week session. This will be rewarded with full participation in peer workshops/tours.

Activities

Activity 1: The HITT team will spend significant individual contact hours with each at-risk participant. Students receive an average of 37.5 hours of arts and prevention education per 8-9 week session. Prevention Specialists provide education regarding drugs and alcohol, bullying, violence, and other high-risk behaviors. Using Sunshine State performance standards, HITT Theatre Specialists teach improvisational skills and theatre concepts, as well as assist participants with developing theatrical performances/workshops.

Activity 2: The HITT team works with classroom teachers to coordinate activities, provide information, implement in-class interviews, conduct in-service and follow-up components, and collaborate with the HITT Advisory Board, School Boards, service agencies, and project partners to ensure effective program implementation.

Activity 3: The HITT program is designed to culminate in peer education workshops where experiences are shared with peers, parents and community members. Project team members will educate students



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Activities (Continued)

on producing, marketing, and scheduling their performance with audiences and community groups. Parents are invited to share in the culminating performance tour.

Activity 4: Participants develop material for HITT's Online Resource Center (<http://hitt.org>). HITT participants create content specific copy that will reach and speak to other youth who are experiencing similar life challenges. Those who have shown exceptional dedication to the program are also invited to participate in developing a Public Service Announcement (PSA) that is marketed statewide and also available on the website.

Evaluation Outline

The HITT program is a model service-learning prevention program that targets teens at the highest risk for alcohol, violence, or other drug use. Pre and post tests are conducted using the Program Evaluation Instrument (PEI) as developed by the State of Florida. An evaluator analyzes this information, and a final statistical analysis report is obtained at year end. Initial analysis of 2005-06 data reveals improvements in past 30-day substance use, a decrease in favorable attitudes towards substance use, and an increase in perceived harm of substance abuse. Qualitative data is also obtained from individual and group exit interviews with student participants and teachers, which in the past have been strongly positive. HITT has received best practice and best program awards on the state, regional, national, and international level.



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Grant Proposal Budget - Summary

Expenses

Expense Category	State Grant	Cash Match	In-Kind Contributions
Personnel - Administrative	\$1,595	\$1,080	\$0
Personnel - Artistic	\$5,988	\$5,405	\$0
Personnel - Technical/Production	\$0	\$0	\$0
Outside Artistic Fees & Services	\$2,100	\$1,760	\$0
Outside Other Fees & Services	\$0	\$3,288	\$0
Space Rental/Rent or Mortgage	\$0	\$3,850	\$3,050
Travel	\$317	\$3,132	\$0
Marketing	\$0	\$135	\$0
Remaining Operating Expenses	\$0	\$2,080	\$75
A. Total Expenses	\$10,000	\$20,730	
B. Total In-kind Contributions			\$3,125
C. Total Proposal Costs	\$33,855		

Income

Income Category	Cash income
Admissions	\$0
Contracted Services	\$0
Other Revenue	\$0
Corporate Support	\$0
Foundation Support	\$3,750
Other Private Support	\$0
Government Support - Federal	\$7,600
Government Support - State/Regional	\$0
Government Support - Local/County	\$9,380
Applicant Cash	\$0
D. Total Cash Income	\$20,730
E. Grant Amount Requested	\$10,000
F. Total Cash Income (D + E)	\$30,730
G. Total In-kind Contributions (from B, proposal expense page)	\$3,125
H. Total Project Income (F + G, Must equal C, proposal expense page)	\$33,855
I. Percent of Total Project requested from State	30 %



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Grant Proposal Budget - Expense Details

Expense Category	State Grant	Cash Match	In-Kind Contributions
<u>Personnel - Administrative</u>			
Project Director	\$960	\$0	\$0
General Manager	\$0	\$500	\$0
Arts Administrator	\$400	\$0	\$0
Accountant	\$0	\$150	\$0
Information Services	\$0	\$250	\$0
Benefits - FICA, Workman's Comp, Florida Unemployment, Health Insurance	\$235	\$180	\$0
<u>Personnel - Artistic</u>			
Artistic Director	\$405	\$0	\$0
2 Prevention Specialists	\$2,400	\$2,400	\$0
2 Theatre Specialists	\$1,920	\$1,920	\$0
Benefits - FICA, Workman's Comp, Florida Unemployment, Health Insurance	\$1,263	\$1,085	\$0
<u>Personnel - Technical/Production</u>			
<u>Outside Artistic Fees & Services</u>			
Videographer	\$1,000	\$500	\$0
Education Intern	\$1,100	\$500	\$0
Web Designer	\$0	\$760	\$0
<u>Outside Other Fees & Services</u>			
Independent Evaluator	\$0	\$500	\$0
Data Entry	\$0	\$200	\$0
SBAC Supervisory Staff	\$0	\$2,250	\$0
SBAC Fringe Benefits	\$0	\$338	\$0
<u>Space Rental/Rent or Mortgage</u>			
School Board of Alachua County Classroom Space	\$0	\$0	\$1,050
Housing - Education Intern/Staff	\$0	\$0	\$2,000
Building Lease	\$0	\$3,850	\$0
<u>Travel</u>			
Local Travel	\$317	\$0	\$0
Substitutes to cover classes during performance tours	\$0	\$260	\$0



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Bus Transportation to tour sites	\$0	\$272	\$0
Mandatory Conferences for CEU's and other grants	\$0	\$2,600	\$0
<u>Marketing</u>			
Press Releases/Flyers - Postage/Printing	\$0	\$100	\$0
Printing - Display Poster	\$0	\$35	\$0
<u>Remaining Operating Expenses</u>			
Office Supplies	\$0	\$250	\$0
Telephone & Internet package @ 10%	\$0	\$75	\$75
Libility Insurance @ 10%	\$0	\$465	\$0
Training Materials	\$0	\$250	\$0
Utilities - Building, Education Intern, School Board Utilities/Indirect Costs	\$0	\$1,040	\$0
A. Total Expenses	\$10,000	\$20,730	
B. Total In-kind Contributions			\$3,125
C. Total Proposal Costs	\$33,855		



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Grant Proposal Budget - Income Details

Income Category	Cash income
<u>Admissions</u>	
<u>Contracted Services</u>	
<u>Other Revenue</u>	
<u>Corporate Support</u>	
<u>Foundation Support</u>	
New York Times Foundation	\$1,250
Publix Foundation	\$2,500
<u>Other Private Support</u>	
<u>Government Support - Federal</u>	
Department of Children and Families Prevention Partnership Grant	\$7,600
<u>Government Support - State/Regional</u>	
<u>Government Support - Local/County</u>	
School Board of Alachua County	\$530
City of Gainesville - Building Lease Grant	\$3,850
Alachua County Community Agency Partnership	\$5,000
<u>Applicant Cash</u>	
D. Cash Income Subtotal	\$20,730
E. Grant Amount Requested	\$10,000
F. Total Cash Income (D + E)	\$30,730
G. Total In-kind Contributions (B from previous section, proposal expenses)	\$3,125
H. Total Project Income (F + G, Must equal C from previous section, proposal expenses)	\$33,855
I. Percent of Total Project requested from State	30 %



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Narrative Questions

1. Organization

History Give a brief history of your organization.

Thirty-three years ago six University of Florida students joined together to provide Gainesville with artistically daring and socially relevant theatre. On April 18, 1973, dreams turned into reality as they set up shop in an old 7-Eleven just outside of town. Their first Mainstage production, *Did You Hear Something?*, opened to an enthusiastic audience of eight. It did not take long before word of these talented performers spread, and by the late 70's, the Hippodrome began to receive national attention with the attraction of three renowned playwrights – Tennessee Williams, Eric Bentley, and Jean Claude van Itallie – each of whom chose the Hippodrome stage to develop and produce world premieres of their new plays. In 1979, the National Endowment for the Arts honored the organization with a \$175,000 Challenge Grant to renovate one of Gainesville's most historic landmarks, the Old Post Office and Federal Building, into a fully functioning performing arts center. The staff quickly launched an impressive Capital Campaign, and within the next three years, the Gainesville community had contributed over \$1.5 million to the project. The new facility opened in 1980, and the Hippodrome was designated the third State Theatre of Florida.

The Hippodrome's history and vitality are built on its artistic achievement. Throughout the past three decades, the theater has produced more than 100 World, American and Southeastern premieres. Playwrights such as Paula Vogel and Lee Breuer have come to the Hippodrome to develop and produce world premieres on the theatre's Mainstage. Expanding beyond international boundaries, the Hippodrome has also worked with artists Mario Vargas Llosa of Peru, Adrian Mitchell and Brian Thompson of Great Britain, and Trevor Rhone and Derek Walcott of Trinidad to create innovative and groundbreaking premiere performances. In 2004, the Hippodrome produced the world premier of *War of the Worlds*, and for the 2005-2006 Season, the theatre produced the East Coast premier of *The Sleeper* by Catherine Butterfield and the Southeastern premier of *A Very Old Man with Enormous Wings* adapted by Nilo Cruz from Gabriel Garcia Marquez, both Pulitzer Prize winners. The 2005-2006 Season also included the USA Regional Premier of *The Great American Trailer Park Musical* which played to 22,000 audience members and was set in the neighboring town of Starke, Florida. The 2006-2007 featured an original adaptation of *Alice in Wonderland* which received critical praise including: "This year the fertile imagination of Lauren Caldwell has seized Ann Coulter Marten's adaptation of 'Alice in Wonderland' and launched it into the stratosphere of creative impressionism..." – Dick Maxwell, Gainesville Sun.

The Hippodrome's personnel have achieved significant recognition for artistic achievement. In 2004, the Florida Professional Theatre Association honored Producing Director Mary Hausch with the Richard G. Fallon Award for Excellence in Professional Theatre, and the University of Florida presented her with their first Outstanding Alumni Achievement Award for her founding of the Hippodrome and its internationally recognized Education programs. In 2003, the Florida International Volunteer Corp presented her with an Outstanding Achievement Award for development of HITT programs in the Caribbean. In 2000, she was selected as one of 50 men and women of "notable achievement" who made the most important contributions in the past 100 years by the Gainesville Sun. Lauren Caldwell, Artistic Director, has written and produced six plays and six adaptations. Because of her inspired work, she was selected as the Artist of the Year by the Gainesville Sun. Marilyn Wall, Resident Costume Designer, has received two Emmy Awards and two Governor's Awards and has been nominated for an Audelco and a Beverly Hills/Hollywood Theatre Award for her extraordinary artistic work. Her film work includes her costume design for the Academy Award winning film, *Ulee's Gold*. Tamerin Dygert, Dramaturg, was one of 16 theatre artists from around the country to be selected to take part in LA's Cornerstone Theatre Company's Summer Institute in 2006. She collaborated with celebrated San Francisco Bay Area playwright Octavio Solis and the Cornerstone Ensemble in the development of the World Premiere of *LETHE*.

The goal "to enrich our community through artistic presentations and educational outreach" lies at the heart of the Hippodrome's mission. The theatre has maintained a strong commitment to arts education throughout its history. In 1978, the Hippodrome developed its Building Audiences for Tomorrow, dedicated to the production of original work for children, creating 24 original plays that toured to renowned venues including the Kennedy Center, the Brooklyn Academy of Music, and the Philadelphia Annenberg Center. In 1981, the Hippodrome established an intern program to train future theater professionals, drawing talent from across the nation and internationally. Today, the theatre remains committed to developing innovative outreach and education programs with emphasis on reaching underserved audiences, such



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1. Organization

History Give a brief history of your organization. (Continued)

as the Senior Playwright Festival, a regional, intergenerational initiative, and the community-wide literary program, One-City, One-Story.

In 1984, the theatre developed the Hippodrome Improvisational Teen Theatre Program (HITT), an award-winning program designed to help at-risk teens explore critical issues. Based on its success, HITT was invited from 1996 through 2006 by the Florida International Volunteer Corps (FAVACA) to develop pilot programs in the West Indies, an initiative that is known as HITT International. The HITT program has received significant recognition as one of the most effective arts based prevention programs in the nation. In 2005, HITT was selected by the Department of Children and Families as the first Florida Provider Replication Program Community Model Program. HITT also received: the Margaret Sanger Award for program excellence (1987); SouthEastern Regional Vision for Education (SERV) for model educational programs (1993); National Service Learning Conference in Philadelphia and Washington first place, best program in the nation (1995 and 1996); National Youth Leadership Council award (1996); Florida Youth Substance Abuse Prevention Initiative (2000); Florida Alcohol & Drug Abuse Association Best Practices Award for Most Innovative Program (2001); Steve Tunick Award for Excellence (2001). FAVACA Outstanding Achievement Award (2004).

2. Artist

Description Provide a description of personnel and artists involved in the project; we recommend submitting the artist's resume as a support material.

MARY HAUSCH, Hippodrome Founder and Producing Director - 33 years with the Hippodrome

Mary is a Hippodrome founder and has directed over 100 productions and acted in over 50 productions. She wrote and directed *An Enchanted Land*, which won Best of the Fringe at the Edinburgh Festival in Scotland in 1999. Her adaptation of Charles Dickens' *A Christmas Carol* has warmed the hearts of audiences for the past 10 years. Recent directorial accomplishments include *A Very Old Man With Enormous Wings*, *Anna in the Tropics*, *Stones in His Pockets*, and *Hysteria*. She worked with Pulitzer Prize winner Paula Vogel on her play *The Mineola Twins* before the NYC production at the Roundabout Theatre. She directed a PBS teleplay based on David Mamet's *The Duck Variations*. Mary has served with the National Endowment for the Arts and the FDCA as a panelist and reviewer. She was the recipient of the Margaret Sanger Award in 1987 for founding the HITT program, the Gainesville Sun's Star Business Award in 1991, the Gainesville Sun's Arts Person of the Year Award in 1993, and the National Park Service Award in 1998. She was selected as one of 50 men and women of "notable achievement" in the past 100 years by the Gainesville Sun in 2000 and as The Woman of the Arts in 2001. She received the Volunteer of the Year Award in 2003 from the Florida International Volunteer Corps. In 2004, the Florida Professional Theatre Association honored her with the Richard G. Fallon Award for Excellence in Professional Theatre. University of Florida presented her the 2004 Outstanding Alumni Achievement Award.

ROCKY DRAUD, General Manager - 26 years with the Hippodrome

Rocky works as General Manager heading the theatre's teams of Development, Marketing, and Patron Services professionals. He contributed to over 30 Hippodrome productions as a Sound Designer, including *A Very Old Man with Enormous Wings*, *Anna in the Tropics*, *Hysteria* and *Life x 3*. He has also provided computer systems and website designs to the theatre, including HITT prevention web design. Rocky's management experience includes over 20 years as an Information Technology professional directing network and I.S. support teams for both Alachua County and Shands Hospitals. He received his BA from the University of Florida and MAT from Duke University.

LAUREN CALDWELL, Artistic Director - 18 years with the Hippodrome

Ms. Caldwell has acted in over 30 plays and directed over 60, including her original adaptations of *Alice in Wonderland*, *Macbeth*, *Romeo and Juliet*, *Frankenstein*, *Dracula*, and *War of the Worlds*. She has written six original plays including *To Be Or Not To Be... That Is Two Questions*, *Radio Active*, *Red! Red! Red! Or What Does The Future Hold?* and *The Wonderful Wizard Of Art*. Her original productions toured throughout the state as part of the FDCA State Touring Program. She has served as an adjunct faculty



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2. Artist

Description Provide a description of personnel and artists involved in the project: ... (Continued)

member with the University of Florida and an as an American College Theatre Festival adjudicator. She was featured as Artist of the Year in The Gainesville Sun and is a member of Actors' Equity Association, Society of Stage Directors and Choreographers, and the Drama League. She has a BFA in Directing from Baylor University and a MFA in Acting from the University of Florida.

MARILYN A. WALL, Hippodrome Founder and Resident Costume Designer - 33 years with the Hippodrome

Marilyn Wall is a Hippodrome founder, an Artistic Associate, and Costume Designer-in-Residence. She has designed costumes for more than 350 professional productions for stage and film. Her stage designs have been seen in San Diego, Boston, Denver, Connecticut, New York, Alabama, Massachusetts, and Toronto. In the film world she has designed costumes and makeup for A Flash of Green, with Ed Harris; Shimmer, with Mary Beth Hurt; Ruby in Paradise, with Ashley Judd; Gathering Evidence, with Angelina Jolie; Miami Hustle, with Kathy Ireland; and Ulee's Gold, with Peter Fonda and Patricia Richardson. She is a two-time Emmy Award winner for her design work on Salsa, a national public television children's series. She received an Audelco Award nomination for her original costume design for Cookin' at the Cookery and a Beverly Hills/Hollywood Theatre Award nomination for Best Costume Design. She is presently designing puppets and costumes for the children's television series Organ Wise Guys.

TAMERIN DYGERT, Dramaturg - 11 years with the Hippodrome

Ms. Dygert holds a BA in Theatre and English from the University of Maryland Baltimore County and a Maryland State Teaching Certificate in Secondary Education. She has taught English and Drama; helped develop the Hippodrome's Florida Teen Playwright Festival; adjudicated Florida's Thespian Festival; and served as a freelance dramaturg with Baltimore's Performance Workshop and Ocala Civic Theatre. She is the founder of One City, One Story and, in collaboration with the Institute for Learning in Retirement, the Senior Playwright Festival. Tamerin is a member of Literary Managers and Dramaturgs of the Americas (LMDA). Tammy was one of 16 theatre artists from around the country selected to take part in LA's Cornerstone Theatre Company's Summer Institute in 2006. She collaborated with Bay Area playwright Octavio Solis and the Cornerstone ensemble on the world premiere of LETHE.

ROBERT P. ROBINS, Lighting Designer - 21 years with the Hippodrome

Mr. Robins has been Lighting Designer-in-Residence at the Hippodrome for 21 years where he has designed the lighting for more than 160 productions. He is an Actors' Equity Association Stage Manager and has stage-managed numerous Mainstage productions and Theatre for Young Audiences tours. Mr. Robins also engineers the soundtracks for Hippodrome productions. Mr. Robins has designed more than 335 productions regionally, including theatre, dance, and industrials. He is also a member of IATSE Local 115.

LORELEI ESSER, Properties Designer - 13 years with the Hippodrome

Ms. Esser has designed over 90 productions. She was awarded an Individual Artist Fellowship from the Florida Division of Cultural Affairs, received a commission from the Natural Resources Commission in Tallahassee, and was a featured visual artist in Ms. Magazine. Her experience includes designs for theatre, dance, television, film and performance art. She is the curator of the Hippodrome Art Gallery and collaborates on visual arts projects at the theatre. She was on the properties design team for Victor Nunez's film Coastlines, which opened at the Sundance Film Festival.

MARCIA BROWN, Prevention Specialist/Theatre Specialist - 9 years with the Hippodrome

Ms. Brown received her theatre training from the University of Florida, Department of Theatre and Dance, and is licensed by the Florida Certification Board as a Prevention Specialist. She provides prevention expertise as well as artistic experience in teaching improvisation and ensemble performance to HITT participants. She is responsible for the creation of several innovative prevention games for at-risk youth. She is an active member of the Partners in Prevention of Substance Abuse Coalition (PIPSA) and the



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2. Artist

Description Provide a description of personnel and artists involved in the project: ... (Continued)

Alachua County Tobacco Free Partnership. Ms. Brown has been invited to speak and lead workshops at conferences for the Department of Education, Florida Learn & Serve, and the PIPSA Summit. As an actress, Ms. Brown has participated in a number of Mainstage and touring productions including: Mere Mortals (Mainstage, 2005), Radio Active (State Tour, Fall 2000), Tangled Tales (Summer Mainstage 1997). She has serviced with the Florida International Volunteer Corps to create HITT programs in Barbuda, St. Lucia, and Grenada.

GABRIELLE BYAM, Prevention Specialist/Theatre Specialist - 10 years with the Hippodrome

Ms. Byam received her training from the Modern Times Theatre Company at Barnard College, The Bread and Puppet Theatre Company, and the Caribbean American Repertory Theatre School. She is licensed by the Florida Certification Board as a Prevention Specialist. Ms. Byam provides prevention guidance and artistic expertise in improvisation and ensemble performance to HITT participants. Professional experience includes nine years teaching drama to students at Jordan Glen School and three years teaching drama for All Children's Theatre. Ms. Byam works in cooperation with the Brooklyn College Theatre Department to train New York City teachers to use theatre as a tool for community action. She is a volunteer with Meridian Health Center's MIST Program, an initiative designed to help pregnant woman who have tested positive for drugs. She works with Capoeira Brazil, a martial arts program that conducts workshops for residents at the Alachua Halfway House, a residential juvenile justice facility for teenage girls. She sits on the board of Hoggtowne Middle School and is a member of the Partners in Prevention of Substance Abuse Coalition (PIPSA) Coalition. As an actress, Ms. Byam spent several years in New York City, where she appeared in productions for La Mama and the Modern Times Theatre Company.

JENNIFER TYLER, Theatre Specialist - 4 years with the Hippodrome

Ms. Tyler holds a B.A. in Theatre from Missouri Southern State College. As a Theatre Specialist for HITT, Ms. Tyler holds a B.A. in Theatre from Missouri Southern State College. She has taught at-risk youth in theatre programs throughout Missouri, Hawaii, and Florida. She has served as the Technical Director and Production Manager for the Tri-School Theatre Ensemble in Milliani High School in Milliani, Hawaii; as the Stage Manager for the TYA State Touring Program and as the Director for The Florida Teen Playwright Festival.

3.

Partners Describe your partner(s) - such as school district, community, social service or other; address how partners will be involved financially and otherwise. Remember an organization that provides money to your project is not necessarily an involved partner, but often a funding resource to the project.

Since the inception of the HITT Program, the Hippodrome has partnered with the School Board of Alachua County to provide quality arts-based service-learning residencies in area schools and youth residential facilities. Partners such as W.T. Loften High School, a multipurpose campus serving at-risk and vocational students, have played a particularly important role in facilitating that outreach and contributing to the program's development. This past year, the program expanded its partnerships to include the School Board of Union County.

Current partner schools include the following:

- First Step Adolescent Services/Halfway House - A behavioral intervention facility for juvenile, female offenders, ages 11-17, located in east Alachua County. The Halfway House is run by the Department of Juvenile Justice and falls under the jurisdiction of the Alachua County School Board, which conducts classes daily at the facility in an economically disadvantaged area.

- W.T. Loften Center - A multipurpose campus serving at-risk and vocational students from secondary schools needing a non-traditional educational structure. Several different student populations are served including ACCEPT (Alachua County Continuing Education for Pregnancy Teens), OMEGA (dropout retrieval), and VIP (Vocationally Integrated Program).



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3.
Partners Describe your partner(s) - such as school district, community, social service or ... (Continued)

- Horizon Middle School - An alternative school responding to the needs of students with previous histories of disruptive behaviors in a traditional school setting.

- Gainesville High School, Exceptional Student Education Program - A special program in a mainstream public school in Alachua County serving special needs students that are emotionally handicapped or extremely emotionally disturbed. This program includes students with significant behavioral and emotional dysfunction whose lack of self control and poor mental health inhibit their success in an academic environment.

- Hoggetowne Middle School - A charter school in Alachua County that provides alternative academic choices to mainstream schools serving students with academic and/or adjustment problems.

- The Union County Residential Facility - A facility for boys that have legal infractions related to sexual offenses of a non-felony nature. This is an intensive behavioral program for male juveniles, which is an alternative to more punitive sentences.

Based on the program's ongoing success and community demand, the Hippodrome has continued to expand services to additional schools and youth residential facilities, particularly those in surrounding rural, underserved counties. Funding from the School-Based Arts in Education program will allow the HITT program to continue to provide much needed services to the youth at these facilities, as well as to generate additional funding for HITT expansion in underserved areas.

The Hippodrome's current partnership with the Alachua County Community Agency Partnership Program and the Department of Children and Families Prevention Partnership Program have helped expand and enhance HITT's innovative prevention services in both Alachua and Union Counties. This funding has also provided a valuable match for obtaining additional state and federal grants.

HITT's partners provide valuable matching funds in the form of transportation costs; salaries for teachers/program personnel, security officers, and bus drivers; and indirect costs, such as utilities and space rental. In addition, personnel from HITT's partner sites assist in selection, participation, monitoring, discipline, touring, testing, follow up with participants, and program evaluation and recommendations. These resources minimize overhead and help guarantee program sustainability.

To further promote program planning, development, and sustainability, HITT has an Advisory Board made up of representatives from the business community, law enforcement, parent groups, media, public schools, faith-based organizations, civic groups, and substance abuse experts. Core student participants in the HITT program and their parents are also offered the opportunity to sit on the Board.

HITT project staff serves on the Alachua County Tobacco-Free Partnership Board, the Alachua County Halfway House Advisory Board, and the Partners in Prevention of Substance Abuse Coalition (PIPSA) Board. In addition, the HITT staff has partnered with the Spotlight on Youth Planning Committees and staff and HITT students have partnered with the Corner Drug Store for Red Ribbon Week.

4. Project
Impact Describe how the proposed program will make an impact in your geographic or program area. Demonstrate how your project will serve rural or underserved counties and/or neighborhoods. Address the racial and cultural diversity of your project participants. Also provide information on the counties and populations you will be servicing.

Since the program's inception, the HITT Team and independent evaluators have collected and analyzed data in an on-going effort to improve program quality and effectiveness. In recent years, the HITT program has used the State of Florida's Florida Youth Substance Abuse Survey (FYSAS), as well as other needs assessment tools, to prioritize its prevention activities and evaluate its success in relation to current community risk and protective factors. Data reported in the most recent FYSAS (2004) shows promising signs that substance abuse prevention and intervention in Florida is working. The report shows declines



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4. Project

Impact Describe how the proposed program will make an impact in ... (Continued)

in the reported use of cigarettes in the past 30 days and increases in the number of students who perceive smoking as "wrong." Use of Ecstasy has also declined steadily, and overall use of other club drugs is low. In spite of this positive trend, however, the report indicates a continued need for targeted prevention/intervention programs in the state. Survey results from counties in North Central Florida closely mirror the statewide report. Alcohol continues to remain the most commonly abused substance in Alachua County, with prevalence rates of 57.3% for lifetime use and 30.8% for past 30-day usage. In Union County, results are similar with alcohol prevalence rates of 53.3% for lifetime use and 29% for past-30-day use. Marijuana use among students from both counties is also rising. The FYSAS also surveyed students regarding risk and protective factors affecting delinquency, substance abuse and other negative behaviors. Students in both counties scored particularly low on the School Rewards for Prosocial Involvement protective factor, indicating that they do not feel as rewarded for their involvement in school compared to students nationally. These students also reported high levels of risk in areas such as Low Neighborhood Attachment and Favorable Attitudes toward Antisocial Behavior.

HITT is a school-based program specifically designed to address these needs by mediating attitudes toward delinquency, violence, substance use and other negative behaviors through arts-based education. The program offers significant recognition for school involvement and focuses on increasing a sense of citizenship and community involvement through the performances HITT students create and take on tour.

Target Population:

The Hippodrome has responded to these needs by using the selective intervention approach to target students in the greatest need for prevention and intervention programming. The young people participating in the HITT program face many complex barriers to a successful, self-sufficient future. All are at high risk for, or have a history of, alcohol, tobacco and other drug use, as well as delinquency and academic problems, such as truancy and failing in school. Many have been victims of abuse, neglect, and domestic violence.

Traditionally, core group participants have come from diverse cultural backgrounds. Last year, 53% of students were African American, 40% Caucasian, 3% Hispanic, 2% Native American, and 2% multi racial. 60% were female and 40% were male. 34% were between the ages of 11-14, 52% between 15-17, and 14% 18-21.

100% of the School-Based Arts Education funding requested will be used to provide services in a rural, underserved county. A minimum of 250 youth (core participants) and of 30 adults will be involved in the HITT program. These participants will present theatre performances and workshops for an additional 2,500 youth and 500 adults.

Ongoing efforts have also been made to encourage positive parental involvement in the program. This is often difficult to achieve as a significant percentage of HITT participants come from abusive and addictive family backgrounds. The HITT Team has addressed this problem by increasing program availability for working adults. Previously, tour performances and workshops have been conducted primarily during school hours, which made attendance difficult for working parents. HITT's goal is to continue to increase evening performances at local community and faith-based institutions. Parents also have the opportunity to sit on HITT's Advisory Board.

5. Project

Benefit Describe how your project will benefit the community and participants.

The Hippodrome is committed to the employment of Florida-based professional artists. An estimated 80% of the 200-300 artists employed by the theatre annually have been Florida artists, including actors, directors, choreographers, playwrights, musicians, visual artists, designers, and musical directors, all of whom contribute to the theatre's vitality. The HITT program provides an opportunity for emerging talent who receive training as HITT Interns and Apprentices through the theatre's intern program. The program also supports seasoned professionals who participate in this innovative and high profile arts education program. 100% of the HITT artistic staff consists of full-time Florida artists.



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5. Project

Benefit Describe how your project will benefit the community and participants. (Continued)

HITT's excellent reputation and high success rate has made it possible to continually expand this program to employ additional Florida artist annually.

6. Evaluation

Plans Expand on the evaluation plan for this project. Describe how the information will be gathered, analyzed and used.

The Hippodrome remains committed to ongoing evaluation for continuous quality improvement of its programming. In recent years, the theatre has focused on developing effective evaluation methods to include enhancements such as the use of control groups, research-based tools, and analysis by independent evaluators. The following evaluation plan lists the program element to be evaluated, the evaluation methodology/measurement tool, and how evaluation findings will be used for ongoing improvement.

The goal of the 8-9 week HITT program is to change attitudes that place youth at high risk for drug and substance use, violence and other negative behaviors. Pre and post tests are conducted using the Program Evaluation Instrument (PEI) as developed by the State of Florida. An outside evaluator analyzes this information, and a final statistical analysis report is obtained at year end. Because of the positive results of its Evaluation, HITT has received best practice and best program awards on the state, regional and national level for its effectiveness. A strict evaluation plan for the program was designed by the University of Miami's CDRC and the HITT staff in conjunction with the Florida Youth Initiative to include both process and outcome measurements.

Evaluation information is gathered on academic and affective impacts of the HITT program through these data collection methods:

- Pre- and post-test questionnaires using the Program Evaluation Instrument (PEI) are administered to HITT participants and analyzed by an outside evaluator. The PEI is administered to participants in a pre- and post-test format. Each questionnaire includes items relating to drug attitudes and substance usage. This survey is distributed and information is collected from both HITT participants and comparison groups (who do not receive the program intervention). An outside evaluator analyzes this information. A final statistical analysis report is obtained at year end. Analysis of 2005-06 data reveals a 42% decrease in past 30-day in substance use, a 68% decrease in favorable attitudes towards substance use, and an increase in perceived harm of substance abuse.

- In addition to the PEI evaluation measures, complementary quantitative evaluation has being designed to measure changes in perception/behavior regarding violence and rebelliousness, self esteem, decision making, communication and other issues specific to outcomes. Analysis of 2005-06 data reveals a 67% increase in Citizenship and Connection to the Community, and a 66% increase in Sociability/Social Skills.

- Participant exit interviews analyzed using a qualitative approach. Qualitative data is obtained from individual and group exit interviews with student participants, teachers and site staff. Interviews provide the opportunity for discussion and shared ideas regarding the perceived strengths and weaknesses of the program. In the past, interviews have revealed a strongly positive response to participation in this program. HITT's strategy of breaking patterns of isolation, while building patterns of communication, has enhanced participants' ability to resist peer pressure in making decisions that affect their future.

Analysis of quantitative and qualitative evaluation helps to track program effectiveness and improve program replication.

7. Public

Participation and Marketing Describe community involvement in project activities (planning, production, evaluation and/or attendance). Also describe the methods used to inform the community of your project. Include detail on marketing activities.



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The Hippodrome State Theatre's 33-year history includes extensive work in the field of promotions. The HITT Program will be marketed through press releases, as well as inclusion in the theatre's media and press campaign. This campaign will include distribution of online newsletters both in and out-of-state, postcards and program brochures. Tour performances will be advertised in the form of flyers distributed by the HITT core group participants in accordance with the student performance standard dealing with personal management and media assessment.

The program's strongest form of outreach and marketing are the performance tours. In addition to performing for students at elementary, middle and high schools, HITT has performed and conducted service-learning workshops at many conferences and symposiums. Highlights include performances for Governor Lawton Chiles (1995), the U.S. Dept. of Juvenile Justice (1995), National Learn & Serve (1995-98, 2004), Martin Luther King Summit (1997-98), Dropout Prevention (1997-98), Florida Alcohol and Drug Abuse Association (1999-2001), Florida Learn & Serve (2000, 2002), the Statewide Drug Summit (2001), the Florida Girls Summit (1998-2002), and PIPSA Regional Drug Summit (2003), Annual Prevention Conference (2004), Florida Learn and Serve (2005), Youth Crime Watch of America (2004), Regional PIPSA Conference (2005), FADAA (2006), Florida Annual Bullying Conference (2006), AIDS Summit (2006).

Additionally, HITT's interactive website, <http://hitt.org>, contains up-to-date information on current HITT activities, greatly expanding the program's outreach. The site receives an average hit rate of 440 hits per week, or 22,880 hits a year. Students who show commitment to the program are also invited to participate in the development of a Public Service Announcement (PSA) that is aired on local public access stations, in schools and on the HITT website. The opportunity for this media exposure greatly expands HITT's program potential for impacting the local community and beyond.

8. Project

Timeline Provide a description of the timeline of project activities occurring during the grant period. Do not include activities that take place before or after the grant period.

2007- 2008 Hippodrome Improvisational Teen Theatre Timeline:

June – Pre-test participants' knowledge of theatre arts as well as knowledge and attitudes about topics such as substance abuse at first 4 sites and begin the first 4 HITT sessions.

June and July – Conduct four HITT sessions for seven to nine weeks (see weekly schedule of activities below) at each of the four sites.

August – Tour participant created performance and workshops to area schools, community centers, residential facilities, and conferences; post-test participants at first 4 sites and analyze data for evaluation purposes.

September – Pre-test and begin next 4 HITT sessions; plan HITT International sites, partnerships and travel arrangements.

September and October – Conduct four HITT sessions for seven to nine weeks (see weekly schedule of activities below) at each of the four sites.

November – Tour participant created performance and workshops to area schools, community centers, residential facilities, and conferences; post-test participants at first 4 sites and analyze data for evaluation purposes. Secured international sites and make all necessary arrangement for international exchange.

December – Post-test participants at 4 sites and analyze data for evaluation purposes.

January – Pre-test and begin next 4 HITT sessions.

January and February – Conduct four HITT sessions for seven to nine weeks (see weekly schedule of activities below) at each of the four sites. Finalize HITT International program travel plans.

March - Tour participant created performance and workshops to area schools, community centers, residential facilities, and conferences; post-test participants at first 4 sites and analyze data for evaluation purposes.



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8. Project

Timeline Provide a description of the timeline of project activities occurring during ... (Continued)

March and April - Pre-test and begin next 4 HITT sessions. Conduct four HITT sessions for seven to nine weeks (see weekly schedule of activities below) at each of the four sites.

May – Tour participant created performance and workshops to area schools, community centers, residential facilities, and conferences; post-test participants at first 4 sites and analyze data for evaluation purposes. Travel to West Indies for HITT International program. Conduct evaluation post-test.

June – Analyze all information for final annual HITT evaluation.

Each session (12 to 20 annually) is specifically designed to take participants through a step by step process in the development of a theatre piece through the following weekly topics and activities:

- Week One: Building Improvisational Skills and Team Work – Use theatre games and improvisation to begin working as a team and building trust.

- Week Two: Setting Goals and Recognizing Obstacles - Encourage participants to share personal stories and analyze everyday situations through role playing to creating a theatre piece.

- Week Three: Substance Abuse and Prevention Facts - Integrate knowledge with theatre arts by examining reasons for drug and substance use and abuse among teens, discuss negative consequences, and explore alternative behaviors. Activities included developing and coordinating scenes that address the negative effects of alcohol and drug use and exploring ways to educate other regarding drug use through improvisation and ensemble team performance.

- Week Four: Exploration of the Media – Examine plays, television and movies and how popular culture media trends influence teen choices concerning drug and substance use. Students collaborate, compare opinions, and compile data for inclusion on the HITT Web site and create scripts for Public Service Announcements.

- Weeks Five and Six: Preparation for the Performance Tour - Activities include casting and rehearsing, discussing and determining scripting, blocking, participants' roles as leaders of audience workshops.

- Week Seven: Performance and Workshop Touring – Participants perform at area schools, community centers, residential facilities, and conferences. Post performance, participants lead tour audiences through theatre exercises; conduct question and answer sessions with audience members, including discussion of the theatrical process and the prevention message of the presented piece.

- Weeks Eight and Nine: Filming student-developed Public Service Announcement (PSA) and Post-testing - Students prepare the PSA similar to their preparation for the Performance Tour, but also receive hands-on experience in the Hippodrome video production studio and take on pre- and post-production duties.

9. Project

Description Describe your project. Be sure to identify the focus areas required by your funding category. Consider how your project addresses those focus areas.

FOCUS AREA – Assessment or evaluation of student achievement.

SCHOOL-BASED ARTS EDUCATION REVIEW CRITERIA

1. Design of the project presented based on the focus area(s) utilized.

HITT was created in 1984 in an effort to provide teenagers with a venue for the safe exploration of serious life issues. Since its inception, HITT has provided over 45,000 teens with the tools necessary to protect



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9. Project

Description Describe your project. Be sure to identify the focus areas required ... (Continued)

themselves from addiction, violence, and mental health problems. These critical issues are explored through the use of educational games, large and small group interactions, theatre exercises, and improvisational scene work.

After completing their classroom work, Theatre Specialists assist youth in designing peer education performances/workshops to take "on tour" to schools and neighboring communities. With each tour, core group participants assume the role of actor, playwright, director, tour manager, and most importantly, "teacher" as they extend their knowledge to their peers and others throughout their communities.

HITT improvisational theatre workshops challenge participants by using the dramatic arts as a vehicle to promote self-expression, communication skills, conflict-mediation skills, and team cooperation. This environment provides a forum for students to discover their creative talents and explore emotions as they collaboratively develop their performances. The performance format gives participants the opportunity to assume leadership roles and the response participants receive from their peers and the encouragement of the HITT Team instills a strong sense of success and community.

HITT places a high priority on both self-recognition and public recognition for each participant's contribution to the program. Producing a piece of theatre is an investment in openness and creativity. The positive response of tour audiences instills a strong sense of success, which affects all aspects of youths' lives, including academic achievement. For the majority of students, the HITT program also offers their first opportunity to take a leadership role. During performance tours, students are given the opportunity to assume the role of "theatre specialist" as they lead peers in a series of improvisational games with the relevant lifestyle choices as a focal point.

National research conducted on novel intervention programs using arts suggests that alternative strategies reduce risk factors and strengthen protective factors associated with substance abuse and other negative behavior (Peer Reviewed Research: Baker & Witt, 1995; Werch, et al, 2003). Additional research cites growing evidence that arts-based programs can deter risk behavior and "are particularly potent" at promoting youth development, as well as improving motivation to learn, self-perception and resiliency (Coming Up Taller: Weitz, J.H., 1996). Numerous studies by the Department of Education (Shaffer, 1993; Melchior, 1997; and Follmer, 1999) have also concluded that programs like HITT, in which students teach, lead, and perform lessons for other students, have a direct effect on the positive development of school-age youth, greatly improve student's interpersonal skills and the ability to relate to culturally diverse groups, and enhance youths' sense of responsibility and citizenship. In turn, participants are less likely to engage in high-risk behaviors.

2. Ability of the project to strengthen arts education.

In 2005, HITT was validated as a Community Model program as one of the most effective arts-based prevention programs in the country. HITT's record of effectiveness is supported by a six-year scientific evaluation of the program by the University of Miami, Comprehensive Drug Research Center (CDRC). Funded by the Florida Youth Initiative, Department of Children and Families, HITT was one of seven programs selected to participate in the program.

HITT is designed as a curriculum-based service-learning program and has been integrated in many sites into Drama and English elective course of study. Students receive academic credit on related performance standards in several classes, including Drama and Language Arts, at the end of the 18-week term.

HITT's primary goal is to promote learning through the arts. HITT Theatre Specialists share their diverse theatrical experiences increasing participants' skills in the arts throughout the process and through the development of performances and workshops. The success of their work is realized in the individual theatrical performances of each young participant and in the youths' growing knowledge of theatre as a means for understanding, expressing, and teaching others.



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9. Project

Description Describe your project. Be sure to identify the focus areas required ... (Continued)

3. Strength of relationship between the project presented and local, statewide, and national education reform activities, including the Sunshine State Standards and/or FCAT.

The HITT program model was carefully designed to coincide with Florida's Sunshine State Standards for Education. Program activities adhere to the following curriculum guidelines:

Theatre:

Skills and Techniques

- Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.
- Standard 3: The student designs, conceptualizes, and interprets formal or informal productions.

Creation and Communication

- Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

Aesthetic and Critical Analysis

- Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media.

Applications to Life

- Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life.

Health Education:

Health Literacy

- Standard 1: The student comprehends concepts related to health promotion and disease prevention.

Responsible Health Behavior

- Standard 1: The student knows health-enhancing behaviors and how to reduce health risks.
- Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health.

Advocate and Promote Healthy Living

- Standard 2: The student knows how to advocate for personal, family, and community health.

4. Involvement of arts education personnel and district administrative personnel in project preparation, execution and follow-up.

Each HITT session is a collaborative venture which includes HITT staff, site staff and their students. Perhaps the best evidence of the effective collaboration between the HITT program and its partner sites are the individual responses from the teachers themselves. The following are quotes compiled during exit interviews. These responses show that teachers and site staff are active participants in the process and the programming and believe in the power of HITT to have a dramatic impact on their student's attitudes and awareness of themselves as vital resources in their communities.

"The program, the staff, the strategy, the inspiration – is the best thing I have ever been associated within all my years in education. What I see happening for students continues to amaze me." - Ms. Barrett at Lofton High School

"I noticed a showing of pride and satisfaction in the girls after their performance. Two of the girls were in the "spotlight" for the 1st time in a positive sense." - Ms. McPherson at Horizon



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Description Describe your project. Be sure to identify the focus areas required ... (Continued)

"The HITT fosters team-work and creativeness along with fairness. The most valuable aspect of the HITT program is teaching teamwork, promoting reading and grammar when the student writes theatre pieces. HITT helps and benefits staff also." - Ms. O'Neal at Union

Partners from multiples sites participate in the HITT sessions, tours, conferences, special events, and HITT jams. They also provide support for the student development of programs and website materials. Following each session, staff provides personal feedback during exit interviews with the HITT Evaluator. Partner site teachers have provided considerable advice and expertise in the HITT program development.

5. Potential for the project to continue after the grant is completed.

To ensure program sustainability, the Hippodrome has initiated an aggressive development campaign that targets local businesses, government grants, and foundation support. The HITT program receives dedicated financial support from federal, state and private funding sources. HITT has received funding from the Department of Children and Families, the Department of Education, the Florida Division of Cultural Affairs, the School Board of Alachua County, Publix Super Market Charities, the Department of Homeland Security and others. The Hippodrome has recently submitted a proposal to the National Endowment for the Arts. Program partners, the Alachua and Union County School System and the Department of Juvenile Justice, provide valuable matching funds in the form of transportation costs; salaries for teachers, security officers, and bus drivers; and indirect costs, such as utilities and space rental.

As part of a large, non-profit organization with an annual budget of close to \$2.6 million, HITT will benefit from the many community partnerships and sources of financial support the Hippodrome has maintained through the years. In addition, the in-kind support received from sources such as Renaissance Press, Dominos Pizza, Total Video, and Central Florida Office Supply. A current pool of over 50 committed volunteers will continue support the program and satisfy the artistic demands of the program well into the future.

10. Accessibility/ADA compliance Describe efforts within your project to meet ADA compliance regulations. Identify and describe ongoing measures to increase accessibility. List measures currently in place as well as any that may take place in the future. Also describe efforts to make your program inclusive for participants of all ages, backgrounds, experience levels and abilities.



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Final Submission

Application Status: The application was submitted electronically on November 17th 2006, 1:48 pm

CERTIFICATION:

I certify that the information contained in this application, including all attachments and support materials, is true and correct to the best of my knowledge and that I will abide by all legal, financial, and reporting requirements, such as matching funds and final reports, for all grants received by this organization from the Division of Cultural Affairs (Chapter 1T-1.001, Florida Administrative Code).

NOTE: BY SUBMITTING THE INFORMATION BELOW, THE AUTHORIZED OFFICIAL CERTIFIES THAT THE LAST COMPLETED FISCAL YEAR INFORMATION PROVIDED ON THE OPERATING RESULTS AND PROJECTIONS PAGE (FORM B) IS COMPLETE, ACCURATE, AND CORRECT TO THE BEST OF HIS/HER KNOWLEDGE.

Name of Authorizing Official: Mary Hausch
Title of Authorizing Official: Producing Director
Telephone # of Authorizing Official: (352) 373-5968
Date of certification: November 17th, 2006

Support Materials

1. HITT A/V Materials
2. IRS Non-Profit Status
3. Letter from the Producing Directors
4. Board of Directors
5. Organizational Chart
6. Long-Range Plan
7. Agency Activities Report
8. HITT Validation Certificate
9. HITT Advisory Board
10. HITT Organizational Chart
11. Quotes from HITT Participants
12. HITT Jam Press Release
13. HITT Jam – Ovation Newsletter
14. HITT Activities Report
15. Voices of Our Art
16. Letter of Support – Paula Barrett
17. Letter of Support – HITT Student
18. Letter of Support – Rod Smith