

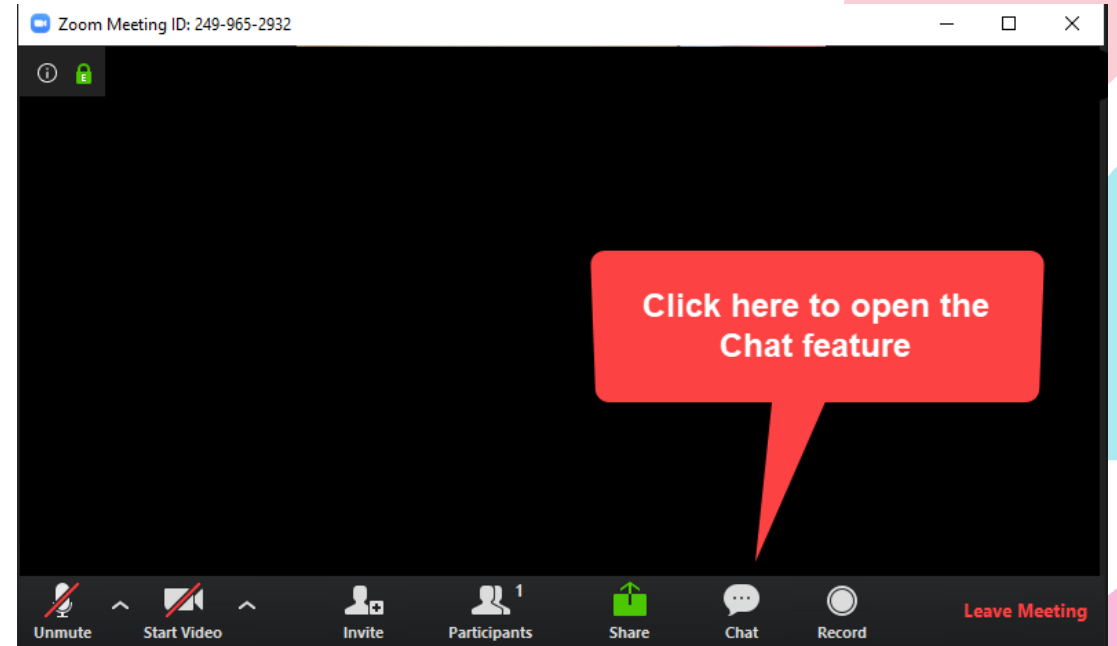


Rubric Webinar Series - Impact Part II (Diversity, Equity and Inclusion)

With Jennifer Sabo, Executive Director, Arts4All Florida &
Kathleen Spehar, Executive Director, Council On Culture
& Arts

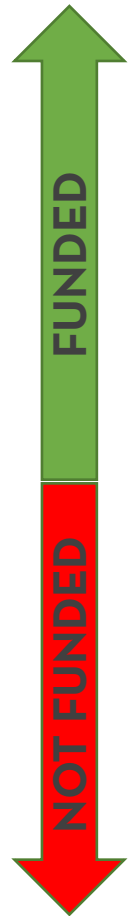
Meeting Etiquette

- 🌀 During the presentation:
 - 🌀 Participants will be muted
 - 🌀 Video is disabled
 - 🌀 Chat feature is available



- 🌀 Q&A will take place at the end

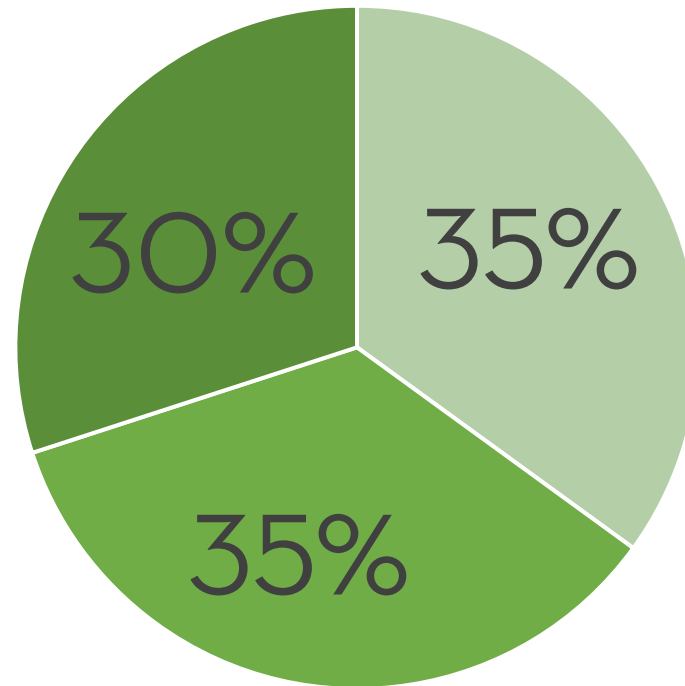
Scoring Rubric



Value	Description	Score
Excellent	Strongly demonstrates public value of arts and culture. Merits investment of State of Florida funding.	92 – 100
Good	Satisfactorily demonstrates public value of arts and culture. Merits investment of State of Florida funding.	80 – 91
Fair	Does not sufficiently demonstrate public value of arts and culture. Does not merit investment of State of Florida funding.	61 - 79
Weak	Makes an incomplete and/or inadequate case for the public value of arts and culture. Does not merit investment of State of Florida funding. Information is confusing, unclear, and lacks specific details.	0 - 60

Review Criteria

☺ All applications will be evaluated and scored using the following three criteria:



■ Quality of Offerings ■ Impact ■ Track Record

Review Criteria

☺ Impact (Up to 35 points)

☺ Applicants must project the expected impact of the proposal.

☺ Panelists will evaluate this criteria using the responses to questions related to the following information:

☺ REACH -

☺ Estimated total number of individuals benefiting, including specifying the number of youth benefiting, elders benefiting, and artists participating;

☺ Estimated number of events and opportunities;

☺ Location and Reach of programming;

☺ Programming Impact (organization's economic impact and education and outreach);

☺ Marketing and Promotion;

☺ DEI/ACCESSIBILITY _

☺ Diversity, Equity and Inclusion considerations;

☺ Physical as well as socioeconomic and geographic accessibility of facilities and programming.

Impact - Accessibility/DEI

Excellent 32 - 35 points	Good 28 - 31 points	Fair 21 - 27 points	Weak 0 - 20 points
<p>Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553</p>	<p>Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553</p>	<p>Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553</p>	<p>Does not have a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553</p>
<p>Has completed the Section 504 Self Evaluation Workbook from the NEA in the last 2 years or for 1st time self-evaluations the Abbreviated Accessibility Checklist</p>	<p>Has completed the Section 504 Self Evaluation Workbook from the NEA or the Abbreviated Accessibility Checklist in the last 5 years</p>	<p>Has completed the Section 504 Self Evaluation Workbook from the NEA or the Abbreviated Accessibility Checklist in the last 6 or more years</p>	<p>Has never completed the Section 504 Self Evaluation Workbook from the NEA or the Abbreviated Accessibility Checklist</p>
<p>Has policy, procedures and complaint processes that address non-discrimination</p>	<p>Has policy, procedures and complaint processes that address non-discrimination</p>	<p>Has policy, procedures and complaint processes that address non-discrimination</p>	<p>Does not have policy, procedures and complaint processes that address non-discrimination</p>
<p>Organization's programming, facilities, related materials, and communications are fully accessible and consider issues of Diversity, Equity and Inclusion</p>	<p>Some of the organization's programming, facilities, related materials, and communications are accessible and consider issues of Diversity, Equity and Inclusion. Plans are made to continue to improve accessibility.</p>	<p>Plans are made for making programming, facilities, related materials, and communications accessible and consider issues of Diversity, Equity and Inclusion</p>	<p>No effort is made towards making programming, facilities, related materials, and communications accessible and consider issues of Diversity, Equity and Inclusion</p>



- 🌀 Arts4All Florida provides, supports, and champions arts education and cultural experiences for and by people with disabilities.
- 🌀 Serves the whole state of Florida
- 🌀 www.arts4allflorida.org



**Why should we
spend time and
money
focusing on
guests with
disabilities?**

It's the LAW!

Rehabilitation Act of 1973

- ☺ Cultural organizations, private or public, that receive direct or indirect federal funds must make programs, services, and activities accessible, including employment opportunities.
- ☺ Section 504: prohibits discrimination on basis of disability and requires programs and activities to be accessible.

The Americans with Disabilities Act of 1990 (ADA)-

Title III: Public Accommodations and Services Operated by Private Organizations

- ☺ Cultural organizations, public or private and regardless of whether they receive federal funds, must not discriminate against individuals with disabilities.
- ☺ Applies to any nonprofit group that is open to the public



**Key Steps to Accessibility
for Cultural Organizations
and Arts Programs
(and tips on answering the
DCA grant questions!)**

1) Know the Laws and How They Apply to Your Organization

- ☉ The Rehabilitation Act of 1973 and the ADA prohibit discrimination on the basis of disability.
- ☉ Requires reasonable modifications to policies, practices, and procedures in order to make goods and services available to people with disabilities in the most **integrated** manner possible
 - ◆ Building needs to be accessible
 - ◆ Programs need to be accessible
 - ◆ No denying participation or service
 - ◆ No providing unequal participation or service

https://www.ada.gov/ada_intro.htm





- ④ The business is responsible for any financial obligations
- ④ Must comply unless a modification would be an undue burden or fundamentally alter the nature of the goods or services provided

Equal Experience!

2) Develop Policies and Procedures

- ☉ Do you have them? If not, what is your time frame for developing them?
- ☉ Does everyone know them?
- ☉ Do you actually follow them?
- ☉ Are they legal/logical/best practice?
- ☉ What do people do if they have a complaint?

From DCA Grant Application-

☉ **Policies and Procedures**

Does the applicant have policies and procedures (including a complaint process) that address non-discrimination on the basis of sex, race, color, national origin, religion, disability, age, or marital status.?

- ◆ Yes
- ◆ No

Excellent
32 - 35 points

Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553

Has completed the Section 504 Self Evaluation Workbook from the NEA in the last 2 years or for 1st time self-evaluations the Abbreviated Accessibility Checklist

Has policy, procedures and complaint processes that address non-discrimination

Organization's programming, facilities, related materials, and communications are fully accessible and consider issues of Diversity, Equity and Inclusion

3) Designate an ADA Coordinator

- ☉ Who do people contact for accommodations or questions?
 - ◆ Staff or volunteer
- ☉ Do they know they are the ADA coordinator?
- ☉ How do people know who to get in touch with?

From DCA Grant Application-

☉ **Staff Person for Accessibility Compliance**

- ◆ Yes
- ◆ No

- ☉ **If yes, what is the name of the staff person responsible for accessibility compliance?** (Can be a staff member, or volunteer)

Excellent
32 - 35 points

Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553

Has completed the Section 504 Self Evaluation Workbook from the NEA in the last 2 years or for 1st time self-evaluations the Abbreviated Accessibility Checklist

Has policy, procedures and complaint processes that address non-discrimination

Organization's programming, facilities, related materials, and communications are fully accessible and consider issues of Diversity, Equity and Inclusion

4) Conduct an ADA Survey of Your Facility and Programs

- ☉ NEA Section 504 Self-Evaluation Workbook
- ☉ Reviews administration, employment, program, and architectural accessibility
 - ◆ Useful (and required) even if you don't own a building

From DCA Grant Application-

☉ **Section 504 Self Evaluation (select one)**

- ◆ 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.

☉ **If yes, when was the evaluation completed?**

Excellent 32 - 35 points

Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 555

Has completed the Section 504 Self Evaluation Workbook from the NEA in the last 2 years or for 1st time self-evaluations the Abbreviated Accessibility Checklist

Has policy, procedures and complaint processes that address non-discrimination

Organization's programming, facilities, related materials, and communications are fully accessible and consider issues of Diversity, Equity and Inclusion

Accessibility - Facilities & Activities

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 steps are you taking to make your programming accessible to persons of all abilities and welcoming to all members of your community?- (Maximum characters 2500.)

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

5) Create a Plan (Short Term and Long Term) to Address Accessibility With Money Attached

Look at your 504 workbook- what can you improve on?

☺ Cheaper and short term:

- ◆ Staff training
- ◆ Captioning videos
- ◆ Large print
- ◆ Revising marketing materials
- ◆ Buy small items like noise reducing headphones
- ◆ Advisory group, focus group, partner with disability organizations, or secret shoppers
- ◆ Review Board make up

☺ More expensive and long term:

- ◆ Have all signage in Braille
- ◆ Buy audio-description equipment and hire audio describer
- ◆ Daily/weekly/monthly interpreted programs
- ◆ Additional programs for people with disabilities
- ◆ Adapt facility (doors, walkways, seating, etc.)

Excellent
32 - 35 points

Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553

Has completed the Section 504 Self Evaluation Workbook from the NEA in the last 2 years or for 1st time self-evaluations the Abbreviated Accessibility Checklist

Has policy, procedures and complaint processes that address non-discrimination

Organization's programming, facilities, related materials, and communications are fully accessible and consider issues of Diversity, Equity and Inclusion

**GOAL**

Make your Commitment to Access Apparent, Not an Afterthought!

- ☺ Use People First language
- ☺ Make sure your building is accessible and people with disabilities can use your front entrance
- ☺ Make your accessibility information easy to find online and onsite
- ☺ For marketing materials-
 - ◆ Show people of all abilities enjoying your facility
 - ◆ Have contact details for people requiring more information
 - ◆ Include general access information on all printed materials
 - ◆ Use access symbols
 - ◆ Use accessible fonts and sizes for labels and printed materials



Make Your Exhibits Accessible

Smithsonian Guidelines for Accessible Exhibition Design

©https://www.sifacilities.si.edu/ae_center/pdf/Accessible-Exhibition-Design.pdf

USDA Forest Service Exhibit Accessibility Checklist

©<https://www.fs.fed.us/sites/default/files/Exhibit-Accessibility-Checklist.pdf>

Design for Accessibility: A Cultural Administrator's Handbook

©<https://www.arts.gov/sites/default/files/AccessibilityPlanningAll.pdf>

Things to Think About....

- ☺ How much notice does a patron need to give you for accommodations and who do they contact?
- ☺ Do you have regularly scheduled touch/ ASL/ audio- described tours and shows or are they by request only?
- ☺ Is there a way you can include sensory-friendly programming, including touch, into ALL of your programs?
- ☺ Do you charge admission for aides?
- ☺ Do you have after-hours programs available for those who need them?
- ☺ Do you have devices available for loan and if so, what your policy for loaning them?
- ☺ How are you making visual information available to people with low vision?
- ☺ How are you making auditory information available to people who are Deaf or hard of hearing?

Don't Forget Virtual Programs!

Resources to Help Ensure Accessibility of Your Virtual Events for People with Disabilities

<https://www.arts.gov/accessibility/accessibility-resources/resources-to-help-ensure-accessibility-fo-your-virtual-events-for-people-with-disabilities>

REMEMBER...THERE IS NO
ONE-SIZE-FITS-ALL CORRECT
ANSWER!

What makes your organization
and
programs accessible?

What can you
improve on?



Quick Note....

There are many other forms of accessibility to think about:

- ☺ Patrons with limited financial means
- ☺ Patrons who have difficulty getting to your institution
- ☺ Patrons who do not speak English
- ☺ Patrons from other cultures
- ☺ And so much more!

There is a NEW question to address this!

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

Impact - DEI

- ☉ Does your organization have a diversity/equity/inclusion statement?
 - ◆ If yes include here:
- ☉ Describe the Diversity of your staff, volunteers, and board



DEI STATEMENT

- ☺ The Council on Culture & Arts (COCA) believes that all Tallahassee and Leon County residents should be able to participate in a creative life; and that the arts drive a vibrant and equitable community.
- ☺ Cultural Equity embodies the values, beliefs, policies and practices that ensure that all Tallahassee and Leon County residents can fulfill their rights of cultural expression and belonging, participation, learning, and livelihood.
- ☺ This includes specific commitment to people who have been historically underrepresented in mainstream arts funding, discourse, leadership and resource allocation; including, but not limited to, people of color, people of all ages, differently abled people, LGBTQ people, women, and the socio-economically disadvantaged.

DEI STATEMENT

COCA affirms that:

- ☺ The ability to express, celebrate and champion cultural tradition and heritage is elemental to honest civic discourse and the well-being of our community.
- ☺ Artists and cultural creators have a unique role in challenging inequity and imagining new and more just realities.
- ☺ The health of the future cultural community in Tallahassee and Leon County is contingent on inclusionary practices that move towards cultural plurality.
- ☺ Inequity is pervasive and historic. Disparities and discrimination are daily occurrences that are rooted in long-standing majority privilege and power inside and outside of the cultural arts.
- ☺ Equity moves past inclusion and representation; accepting that power has created uneven starting points for some communities and individuals. Simple diverse representation does not dismantle the unequal nature of voice, resource allocation and visibility that exist in the arts and cultural ecosystem.

As a leader in the local arts community, COCA is committed to:

- ☺ Facilitating on-going, organizational and community-wide conversations about race, class, age, gender, gender identity, sexual orientation, age and income status as these issues relate to our arts community.
- ☺ Continually examine our grant and public art practices and policies to ensure that more under-invested and under-represented communities can compete equitably for exhibitions, grants and other financial opportunities.
- ☺ Feature artists and organizations in our community that facilitate equity and those who are equity champions.

DEI ACTION PLAN

COCA stands with Black Lives Matter, protesters, artists of color and allies who are speaking out to change inequitable and racist systems.

WE WILL:

- ① Facilitate on-going, organizational and community-wide conversations about race, class, age, gender, gender identity, sexual orientation, and income status as these issues relate to our arts community.
- ② Continue to examine our grant and public art practices and policies to ensure under-invested and under-represented communities can compete equitably for exhibitions, grants and other financial opportunities.
- ③ Feature artists and organizations in our community that facilitate equity and those who are equity champions.

DEI ACTION PLAN

WE BELIEVE:

- ☺ The ability to express, celebrate and champion cultural tradition and heritage is elemental to honest civic discourse and the well-being of our community.
- ☺ Artists and cultural creators have a unique role in challenging inequity and imagining new and more just realities.
- ☺ The health of our future cultural community in Tallahassee and Leon County is contingent on inclusionary practices that move towards cultural plurality.
- ☺ Inequity is pervasive and historic. Disparities and discrimination are daily occurrences that are rooted in long-standing majority privilege and power inside and outside of the cultural arts.

Equity moves past inclusion and representation; accepting that power has created uneven starting points for some communities and individuals. Simple diverse representation does not dismantle the unequal nature of voice, resource allocation and visibility that exist in the arts and cultural ecosystem.

The arts hold transformative power. They offer an instrument to amplify under-represented voices and open a dialog for meaningful change. We are listening. We see the outpouring of grief and pain. We hold ourselves accountable to be better and do more. This is a start, but there is more work to do to make sure we continue to learn and improve.

Grant Resources

- ☉ General Information - <https://dos.myflorida.com/cultural/>
- ☉ [General Program Support Guidelines](#)
- ☉ [Specific Cultural Projects Guidelines](#)
- ☉ [Scoring Rubric](#) -
- ☉ [Example Applications](#)
- ☉ Online Grant System - <https://dosgrants.com/>
- ☉ DOS Grants FAQ - <https://dosgrants.com/Home/LinkToFaq>
- ☉ Division of Cultural Affairs online calendar <https://dos.myflorida.com/cultural/news-and-events/calendar/>

Grant Webinars

- ② [How to Apply for General Program Support and Specific Cultural Project Grants](#)
 - ② Wednesday, April 14th 2PM
- ② [How to Apply for Cultural Facilities Grants](#)
 - ② Thursday, April 18th 2PM
- ② [GPS/SCP Application Criteria Quality of Offerings](#)
 - ② Wednesday, April 21st 11:30AM
- ② [GPS/SCP Application Criteria Impact Part I](#)
 - ② Wednesday, April 28th 11:30AM
- ② [GPS/SCP Application Criteria Impact Part II \(Diversity, Equity, Inclusion, and Access\)](#)
 - ② Wednesday, May 5th 11:30AM
- ② [GPS/SCP Application Criteria Track Record](#)
 - ② Wednesday, May 12th 11:30AM

Virtual Office Hours

Division Grants Staff is now available for office hours!

Tuesday's 2 - 3 PM

Thursday's 10 - 11 AM

Get assistance with your application or managing your current grants.

<https://global.gotomeeting.com/join/327767941>

Grant Program Managers

Summer Callahan

Summer.Callahan@DOS.MyFlorida.com

Community Theatre (141)
Literature (110)
Professional Theatre (142)
Presenter (180)
Traditional Arts (112)

Danila Coppola

Danila.Coppola@DOS.MyFlorida.com

Visual Arts (105)
Media Arts (109)
Multidisciplinary (114)

Hillary Crawford

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Arts in Education (200)
Underserved (UCCCD) (400)
Local Arts Agencies (500)
State Service Organizations (600)
Artist Projects (800)

Michelle Smith Grindberg

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Music (102)

Sarah Stage

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Museums (170)