



Florida
ARTS & CULTURE

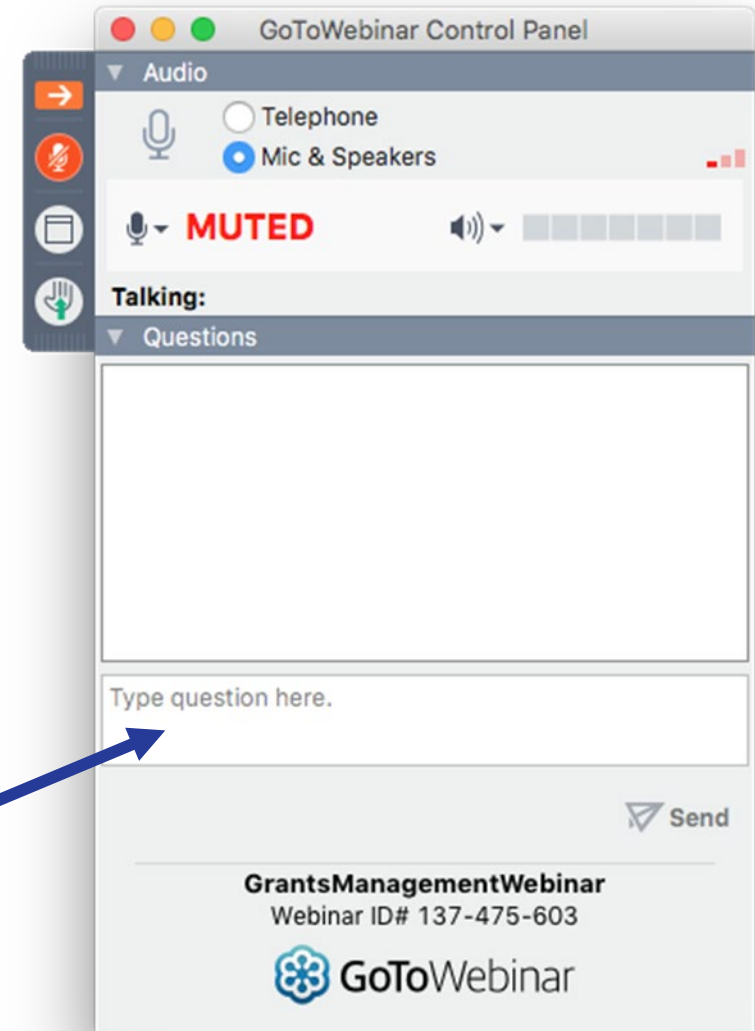
Rubric Webinar Series Impact



Meeting Etiquette

- ❖ Participants will be muted
- ❖ Video is disabled
- ❖ Chat feature is available
- ❖ Q&A will take place at the end

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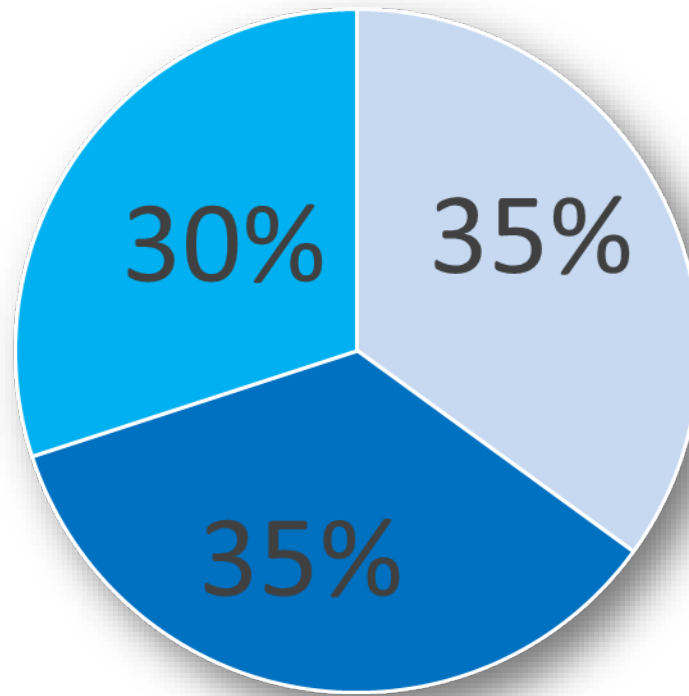
Scoring Rubric



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:
 - Estimated number of **events and opportunities**;
 - Estimated total number of individuals directly engaged, including specifying the number of adults, K-12 students, youth, and artists participating;
 - **Reach, Demographic, and Location** of programming;
 - **Organization's Impact** (organization's economic impact and education and outreach);
 - **Marketing and Promotion**

IMPACT – REACH (Up to 35 points)

Excellent 32 – 35 points	Good 28 – 31 points	Fair 21 – 27 points	Weak 0 – 20 points
Provides vital arts and cultural services to community or service area	Provides significant arts and cultural services to community or service area	Provides arts and cultural services to community or service area	Provides minimal arts and cultural services to community or service area
Provides compelling and specific information about extensive economic impact of programs / projects that relate to the organization's mission	Demonstrates significant economic impact of programs / projects that relate to the organization's mission	Describes limited economic impact of programs / projects that relate to the organization's mission	Describes very minimal economic impact of programs / projects or is not measurable
Extensive activities are proposed and are achievable within the grant period	Reasonable activities are proposed and are achievable within the grant period	Limited activities are proposed and/or concerns about the achievability within the grant period	Very minimal activities are proposed and/or serious concerns about the achievability of the proposed activities within the grant period
Educational and outreach components fully serve the constituency and are appropriate for the program(s) or project(s)	Educational and outreach components serve the constituency, and are appropriate for the program(s) or project(s)	Limited educational and outreach components serve the constituency and are minimally appropriate for the program(s) or project(s)	Very minimal educational and outreach components do not serve the constituency and are not appropriate for the program(s) or project(s)
Very appropriate and effective marketing, promotion, publicity and audience development / expansion efforts	Appropriate and effective marketing, promotion, publicity and audience development / expansion efforts	Limited and minimally effective marketing, promotion, publicity, and audience development / expansion efforts	Very limited and minimally effective marketing, promotion, publicity and audience development / expansion efforts
Very appropriate number of individuals benefiting from the program / project	Appropriate number of individuals benefiting from the program / project	Minimal number of individuals benefiting from the program / project	Very minimal number of individuals benefiting from the program / project

IMPACT - REACH

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.
 - There is a specific question that allows Media Arts category people to account for individuals reached through TV, radio, cable broadcast, the Internet, or other media.
 - You can also address and describe your virtual programming when answering the specific Virtual Programming open-ended question.

IMPACT – EVENTS AND OPPORTUNITIES

1. The total number of individuals engaged will auto-populate

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

- ❖ Only list events within the grant period. Do not duplicate events.

- a musical performed 10 times is only ONE event;
- a workshop performed one time is ONE event.

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

- ❖ Each event has a minimum of one opportunity.

- ❖ This allows you to account for multiple instances of the same event

- This allows you to account for multiple instances of the same event
- a musical performed 10 times is ONE event with 10 OPPORTUNITIES for public participation.

IMPACT – ENGAGEMENT

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

- ❖ Participants OVER the age of 18

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

- ❖ K-12 students that are participating through their school ONLY

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

- ❖ Individuals UNDER the age of 18 that are participating NOT through their school

IMPACT - ENGAGEMENT

7. How many artists will be directly involved?

- ❖ Professional artists providing artistic services for proposed activities
- ❖ LIVING artists whose work is represented in an exhibition
 - List TOTAL number of artists involved
 - List FLORIDA artists involved (this number cannot be greater than the TOTAL number of artists listed above)

8. How many individuals will benefit through media? (Media Arts ONLY)

- ❖ Enter the number of individuals who will benefit through TV, radio, cable broadcast, the internet, or other media.

IMPACT - BENEFICIARIES

9. Select all groups that your project intends to serve directly. You can select more than one answer. If your project/program served the general public without a specific focus on reaching distinct populations, select the “No Specific Group” options

Race/Ethnicity

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other racial/ethnic group
- No specific racial/ethnic group

Age Ranges

- Children/Youth (0 – 17 years)
- Young Adults (18 – 24)
- Adults (25 – 64 years)
- Older Adults (65+ years)
- No specific age group

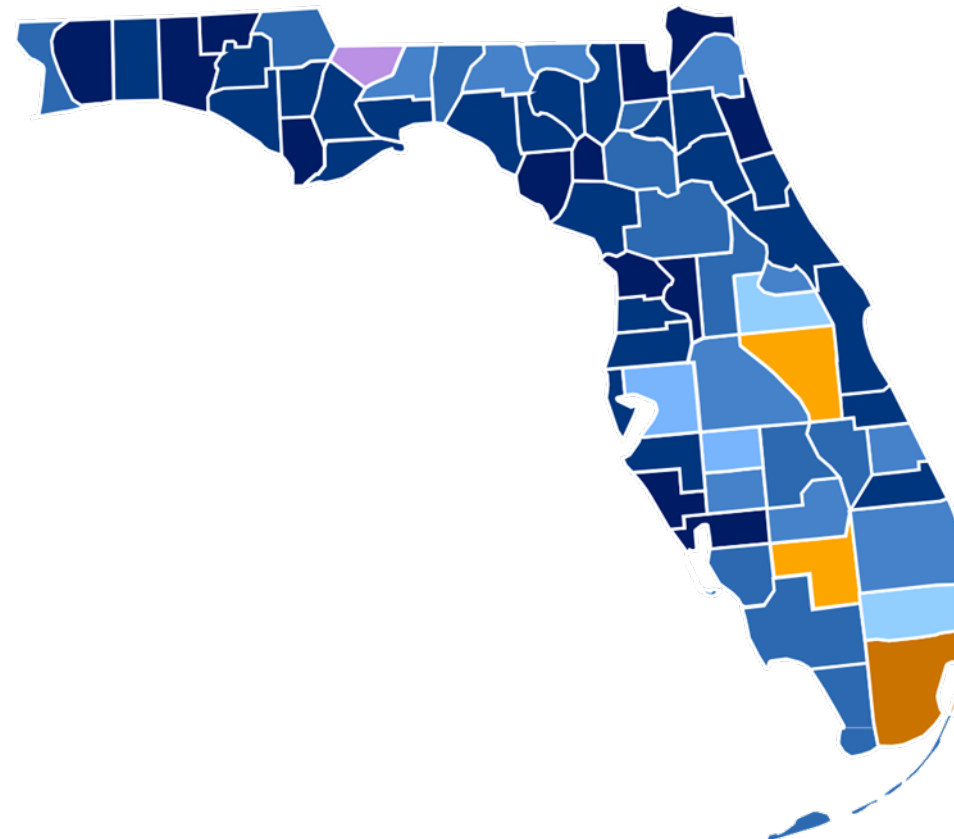
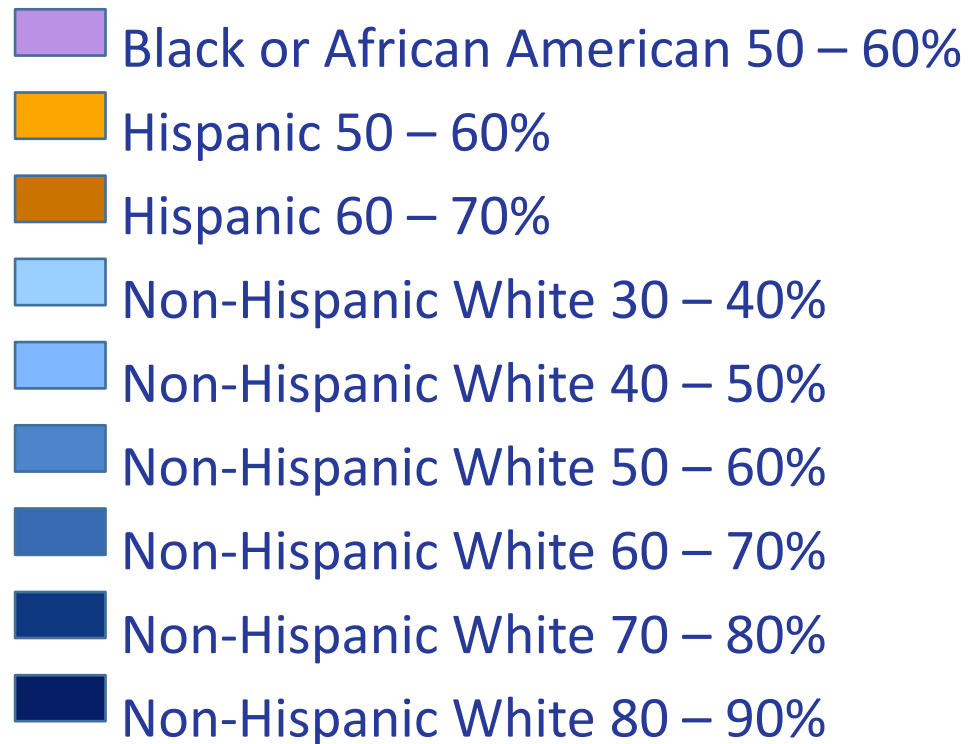
Underserved/Distinct Groups

- Individuals with Disabilities
- Individuals in Institutions
- Individuals below the Poverty Line
- Individuals with Limited English Proficiency
- Military Veterans/Active Duty Personnel
- Youth at Risk
- Other underserved/distinct group
- No specific underserved/distinct group

IMPACT -

DEMOGRAPHICS

10. Describe the demographics of your service area (2000 characters) <https://data.census.gov/cedsci/>



IMPACT – LAA and SSO ONLY

11. Number of individuals your members/organizations are serving

- ❖ Individuals reached by the local art and culture organizations that your Local Art Agency or State Service Organization serve

12. Select all that apply to your organization

- ❖ Ways in which your organization works in, with, and for your community

- Advocacy
- Arts Education
- Convening of Arts and Culture
- Community Building
- Cross-Sector Collaboration
- Manage/Operate Cultural Facilities
- Cultural Planning
- Cultural Tourism
- Access for All Initiatives
- Grant Maker – Artists
- Grant Maker - Organizations
- Marketing
- Mentoring/Internships
- Present Programming
- Produce Programming
- Professional Development
- Technical Assistance: Artists
- Professional Development
- Technical Assistance: Organizations
- Professional Development
- Technical Assistance: Teachers
- Public Art

IMPACT - LOCATION

14. 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 in Alachua county and you are planning programming that will take place in Alachua and 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.

15. 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.

IMPACT – VIRTUAL PROGRAMMING

16. Describe your virtual programming, ONLY for applicants with virtual programming (2500 characters).

- ❖ Use this space to briefly describe any virtual programming you provide to the public (TV, radio, cable broadcast, the internet, or other media). This information should include who is able to access the programming and any payment structure
- ❖ This is the time to explain any exceptionally high virtual engagement numbers

IMPACT – PROPOSAL IMPACT

17. Proposal Impact (3500 characters).

- ❖ How is your organization benefitting your community? What is the economic impact of your organization?
 - Organizations: Include education and outreach activities
 - Solo or individual artists: Include any positive social elements and community engagement anticipated from the project

[Florida Scorecard \(thefloridascorecard.org\)](http://thefloridascorecard.org)

[Arts & Economic Prosperity 5 | Americans for the Arts](#)

IMPACT – MARKETING & PROMOTION

18. Marketing and Promotion

❖ How are you marketing and promoting your organization's offerings?

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

IMPACT – ACCESS FOR ALL (Up to 35 points)

Excellent 32 – 35 points	Good 28 – 31 points	Fair 21 – 27 points	Weak 0 – 20 points
Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553	Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553	Has a staff person responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act and Florida Statutes 553	Does not have 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 1 st time self-evaluations the Abbreviated Accessibility Checklist	Has completed the Section 504 Self Evaluation Workbook from the NEA or the Abbreviated Accessibility Checklist in the last 5 years	Has completed the Section 504 Self Evaluation Workbook from the NEA or the Abbreviated Accessibility Checklist in the last 6 or more years	Has never completed the Section 504 Self Evaluation Workbook from the NEA or the Abbreviated Accessibility Checklist
Has policy, procedures and complaint processes that address non-discrimination	Has policy, procedures and complaint processes that address non-discrimination	Has policy, procedures and complaint processes that address non-discrimination	Does not have policy, procedures and complaint processes that address non-discrimination
Organization’s programming, facilities, related materials and communications demonstrate full compliance with accessibility rights and Equal Protection rights as set forth in the United States Constitution	Some of the organization’s programming, facilities, related materials and communications demonstrate compliance with accessibility rights and comply with Equal Protection rights as set forth in the United States Constitution	Plans are made for making programming, facilities, related materials and communications in compliance with accessibility rights and Equal Protection rights as set forth in the United States Constitution	No effort is made towards making programming, facilities, related materials and communications in compliance with accessibility rights and Equal Protection rights as set forth in the United States Constitution

IMPACT – ACCESS 4 ALL

19. Describe how the facilities and proposal activities are accessible to all audiences and any plans that are in place to improve accessibility.

- ❖ In addition to your facility, what specific step are you taking to make your programming accessible to persons of all abilities and welcoming to all members of your community? (2500 characters)
 - For example, explain the use of accessibility symbols in marketing materials, accessibility of facilities and programming and/or target population. We encourage all applicants to include images in the support materials showing the use of accessibility symbols in marketing materials.

IMPACT – ADA

Compliance

- ❖ The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in employment, state and local government services, public accommodations, transportation, and telecommunication. The ADA extends the requirements under Section 504 of the Rehabilitation Act of 1973, as amended, to all activities of state and local governments and places of public accommodations operated by private entities, including places of public display.

MAKE YOUR EXHIBITS ACCESSIBLE

❖ Design for Accessibility: A Cultural Administrator's Handbook

<https://www.arts.gov/sites/default/files/Design-for-Accessibility.pdf>

❖ Smithsonian Guidelines for Accessible Exhibition Design

<https://www.sifacilities.si.edu/sites/default/files/Files/Accessibility/accessible-exhibition-design1.pdf>

❖ USDA Forest Service Exhibit Accessibility Checklist

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

THINGS TO THINK ABOUT ...

- ❖ How much notice does a patron need to give you for accommodations?
- ❖ 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/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/impact/accessibility/resources-to-help-ensure-accessibility-of-your-virtual-events>

Remember, you will never be fully accessible, but you can always move closer!

- ❖ 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

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

GRANT RESOURCES

- ❖ [General Information](#)
- ❖ [General Program Support Guidelines](#)
- ❖ [Specific Cultural Projects Guidelines](#)
- ❖ [Scoring Rubric](#)
- ❖ [Example Applications](#)
- ❖ [Online Grant System](#)
- ❖ [DOS Grants FAQ](#)
- ❖ [Division of Arts and Culture Calendar](#)

GRANT PROGRAM MANAGERS

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Music

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Museums

Artist Projects

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Traditional Arts

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Dance

Literature

LAA/SSO

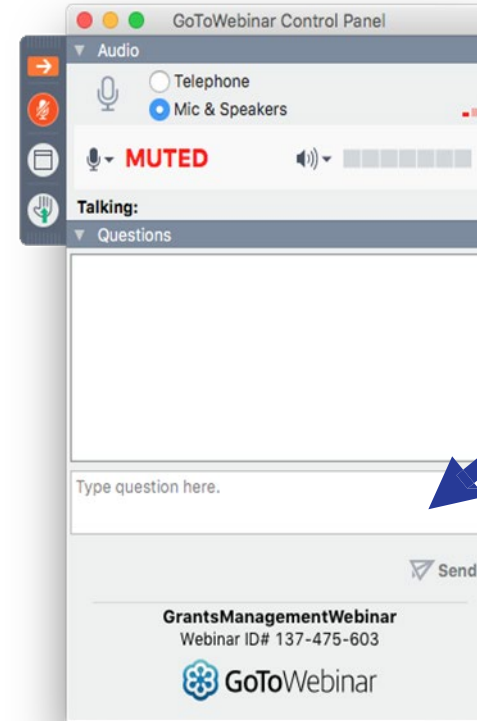
Media Arts

Presenter

Underserved

QUESTIONS

ANSWERS



TYPE HERE

Links for the presentation and materials will be emailed to today's participants after the session.