



CULTURE
BUILDS
FLORIDA

FLORIDA DEPARTMENT *of* STATE
DIVISION *of* CULTURAL AFFAIRS

TM

Florida Department of State, Division of Cultural Affairs

**Successfully Accessible:
Access on a Shoestring &
Knowing What You Need**

January 2013

Tools you can use



Click on the X if you have technical problems.

Use the Participants Panel to raise your hand, respond to y/n questions, and indicate your status.

Use the Q&A Panel to ask a question. One of the presenters will answer it during the program.

Use the Chat Panel to 'talk' to presenters and participants.

A screenshot of a video conferencing software interface. At the top, there's a 'Video' button and a 'Panels' dropdown. Below that is the 'Participants' panel, which lists 'Panelists: 1' (Office of Community Development) and 'Attendees: 1' (Super Student). A toolbar below the participants panel contains icons for hand, checkmark, X, and other controls. The 'Chat' panel shows a message from the Office of Community Development: 'Hi! Welcome to today's session.' Below the chat is a text input field and a 'Send' button. The 'Q&A' panel shows a question from 'Super Student' and an answer from 'Office of Community Development'. At the bottom, there's an 'Ask:' dropdown menu set to 'All Panelists' and another 'Send' button. The status bar at the very bottom says 'Connected'.

*6 TO AND UN-MUTE

Join the Teleconference

1

Call-in toll-free
number
888.670.3525



2

Follow the instructions.
Conference Code
856 353 1004



3

Press *6 to mute
And un-mute
the phone



The Florida Division of Cultural Affairs promotes arts and culture as essential to quality of life for all Floridians.

Successfully Accessible Series

1. Tim Storhoff, Information Specialist for the Florida Division of Cultural Affairs
2. Maureen McKloski, Accessibility Coordinator from the Florida Division of Cultural Affairs
3. Marian Winters, Executive Director for VSA
4. Pam Coffman, Curator of Education for the Florida Museum of Art in Deland
5. Garry Novick, Director of Guest Services for the Broward Center for the Performing Arts in Fort Lauderdale
6. Question and Answer
7. Closing Remarks & List from Lead “Accessibility under 100”

Successful Accessible

- To provide you with the resources and information needed to create successful implementation and experiences for your organization and broaden the outreach to your community

Accessibility Webinars

- Information and Resources
 - Marketing
 - Statistics for media and board members
 - Tools
 - Real Stories from real people

Challenges Engaging the Community

While establishing trust is an overall challenge, there are specific issues for organizations to be aware of as they engage the community and build audiences:

- People with disabilities sometimes choose not to self-identify or join disability-focused organizations, so they are more difficult to find
- Older adults often don't consider that they have a disability, yet they take advantage of Assistive Listening Devices and large-print programs and other services
- Remember that the first step in building audiences and engaging the community is to ensure that the facility and programs are welcoming to people with disabilities

Engaging the Community

- People who are deaf or hard of hearing tend to be more interactive as a social group than people who are blind or visually impaired
- People who are born deaf have different needs and interests than those who become deaf later in life

Engaging the Community

- Remember that the first step in building audiences and engaging the community is to ensure that the facility and programs are welcoming to people with disabilities
- Marketing materials sometimes emphasize design over readability
- People with disabilities often have difficulty finding reliable transportation
- People without disabilities may be reluctant to attend performances that feature artists with disabilities

Gaining Ground

- Share an accessibility board or committee with other small organizations in the community
- Engage a focus group or access committee in generating public interest
- Separate focus group for individuals who are deaf
 - People who are deaf typically self identify as a unique culture
- Ensure that board members, funders and community leaders attend performances that feature actors with disabilities or are about disability issues
 - Provide discussion where audience members can talk with these leaders about the impact of the work

Physical and Programmatic Accessibility

- Educate the audience with quality works/artwork about disability issues
- Schedule a significant number of quality performers with disabilities and works that explore disability issues
- Dedicate funds to implement programs, obtain new technology and train quality American Sign Language interpreters and audio describers
- Know how to communicate effectively with the many different segments of the disability community
- Integrate people with and without disabilities into all educational programs
- Address access issues and negotiate to share a commitment to accessibility and inclusion in every contract

Start from within.....

- Identify mentors and seek advice at conferences such as the Leadership Exchange in Arts and Disability (LEAD) organized by the Kennedy Center
- Have a full-time or part-time staff person take the lead (i.e., be the "nag") for access and inclusion
- Include some responsibility for access and inclusion in everyone's job description
- Use any award or recognition to leverage visibility for access and inclusion internally and externally

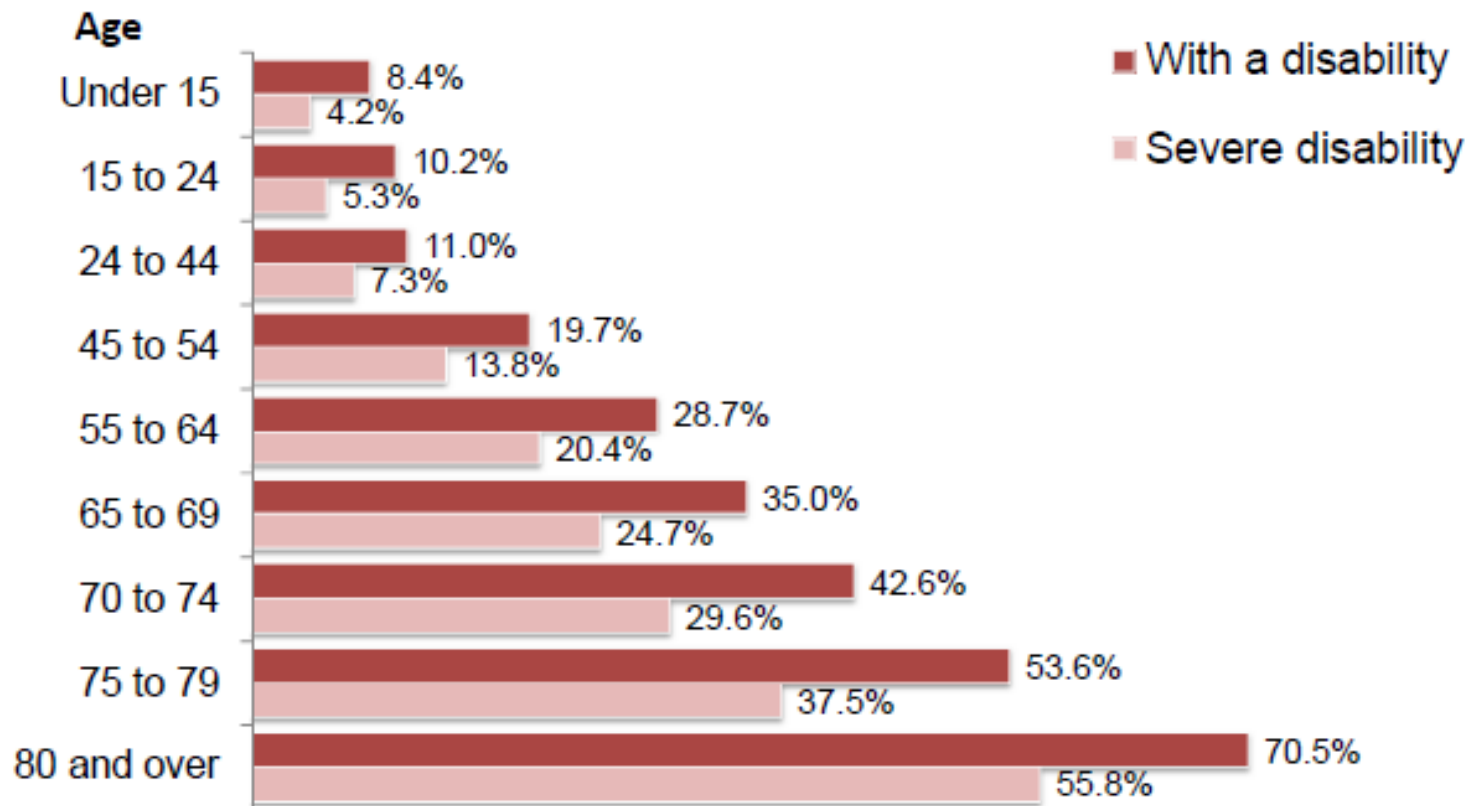
Where to start...

- There is no “one size fits all” answer
- Implement one thing at a time and do it well
- Find out about your community and audience members
- Market the services you do provide
- Don't be afraid to try

Accessibility Statistics

- Statistics provide compelling support to expand your programs and services and
 - ✓ can assist you when promoting services to the media
 - ✓ provide compelling quantitative and qualitative evidence to legislatures and politicians
 - ✓ explain your funding efforts and grant writing

Disability Prevalence by Age: 2010



Source: U.S. Census Bureau, Survey of Income and Program Participation, 2008 Panel, Adult and Child Functional Limitations Topical Module

Autism Spectrum Disorder

- According to the National Institute of Mental Health (NIMH) and the Centers for Disease Control and Prevention (CDC), some form of autism affects 2-6 of every 1000 children, with the most recent statistic being 1 in 110
- ASDs are four times more common in boys than girls

Hearing Loss and Deafness

- 1 out of 3 people over age 65 have some degree of hearing loss
- Approximately 16% of the U.S. population or 37.1 million Americans have a significant hearing loss
- People with hearing loss wait an average of 7 years before seeking help and 15 million people avoid seeking help at all
- Only 16% of physicians routinely screen for hearing loss
- Each year in the US more than 12,000 babies or 5 out of every 1000 newborns are born with hearing loss, often the cause is unknown
- Profound deafness occurs in 4-11 per 10,000 children, of which over 90% are born to hearing parents

Visual Impairments

- 21.2 Million or 9.2% of adults with vision trouble live in the US as of 2012
- 490,420 children experience vision difficulty and have serious difficulty seeing even when wearing glasses and those who are blind
- 42,000 children with severe vision impairment are unable to see words and letters in ordinary newsprint
- 59,341 children were diagnosed as legally blind

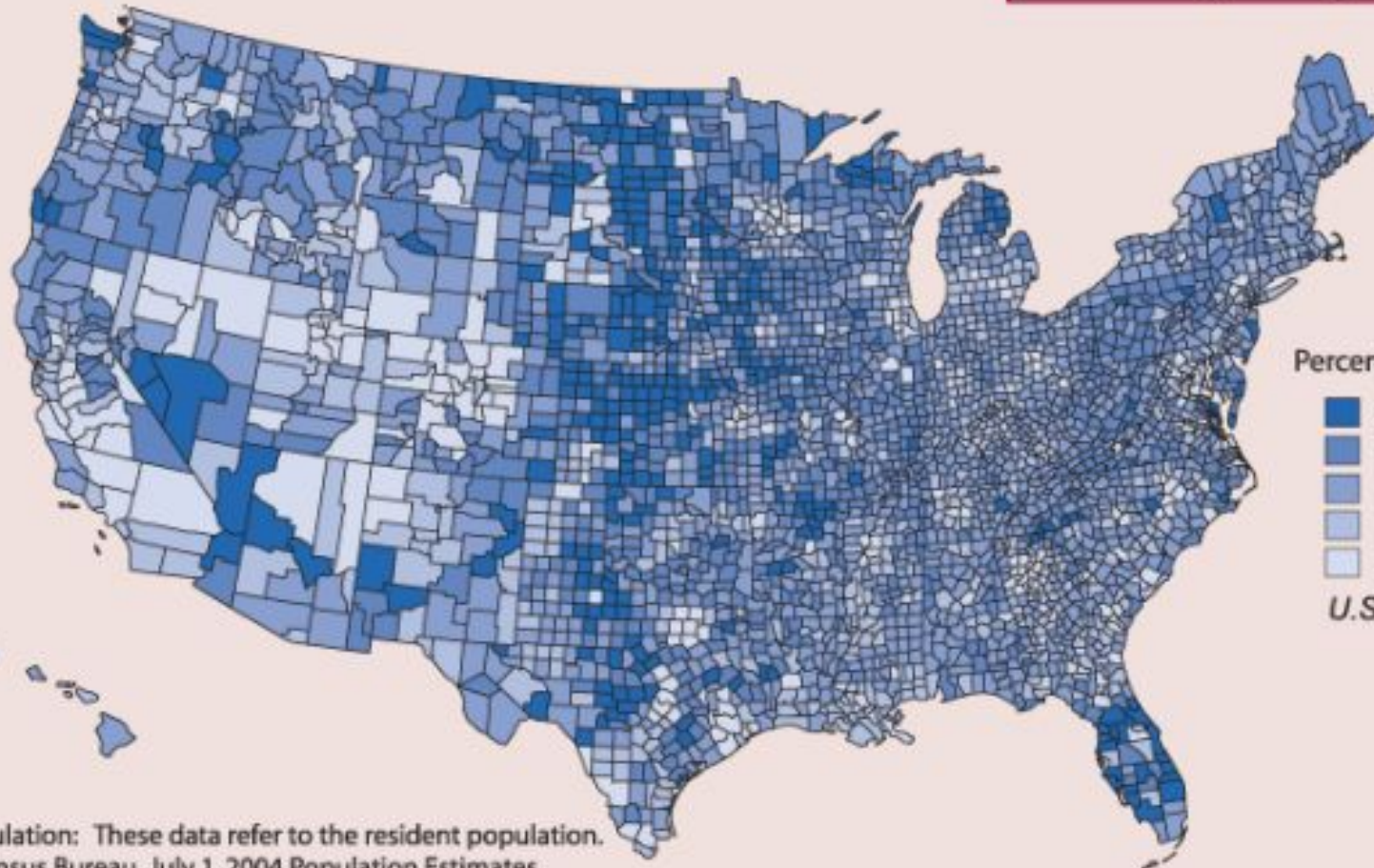
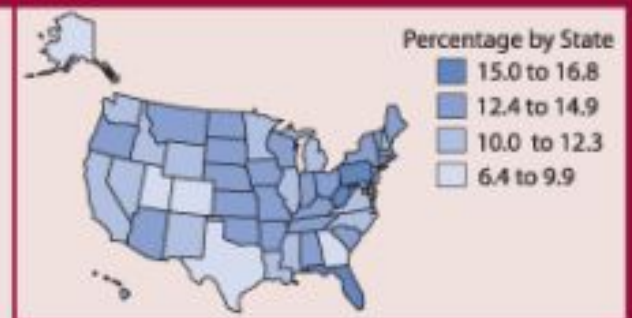
Color Deficient Vision

- One in 12 people have color deficient vision
 - ✓ color schemes for applications
 - ✓ marketing materials
 - ✓ web pages
 - ✓ playbills
 - ✓ artwork description

Mobility Issues 2011 Statistics

- 31 million people age 15 and older experience difficulty walking or climbing stairs
- 17.6 million or 7.6% percent of adults unable (or very difficult) to walk a quarter mile
- 37.4 million or 16.2 Percent of adults with any physical functioning difficulty
- 4 million people use a wheelchair to assist with mobility
- 12 million people use a cane crutches or walker

Percentage of the population age 65 and over, by county and State, 2004



Reference population: These data refer to the resident population.
Source: U.S. Census Bureau, July 1, 2004 Population Estimates.

Disabilities by Age

- 8% of children under age 15 have disabilities
- 50% of adults age 65 and older have disabilities
- 73.7 million or 32.8% of adults with at least one basic actions difficulty or complex activity limitation in the US (2010)
- 23.0 million or 61.7% of adults 65 years and older with at least one basic actions difficulty or complex activity limitation (2010)

The Accessibility Market

- By the year 2030, 71.5 million Baby Boomers will be over the age of 65 and demanding products, services and environments that address their age-related physical changes
- Accessibility attracts not only people with disabilities but also their families and friends. Like others, these customers often visit stores, restaurants, movie theaters, and other business accompanied by family or friends, expanding the potential market exponentially

Potential Customer demographics

- One in six Americans are potential customers for organizations that are accessible to people with disabilities, which represents about 18% of the population
- \$175 billion in discretionary spending
 - More than twice the spending power of teens
 - 18 times the spending power of American Tweens (8-14 year olds)

Small Changes, Big Difference

- Keep the lines of communication open
- Try a simulation exercise
- Don't overdo it
- Seek alternatives
- Remove hazards
- Keep your options open
- Don't forget about lighting
- Do your research

Federal Tax Incentives

1. Tax credit for small businesses

- The Disabled Access Credit (Internal Revenue Code, Section 44) is available to help small businesses cover ADA-related eligible access expenditures. A small business is one that had either revenues of \$1,000,000 or less or 30 or fewer full-time workers in the previous tax year.
- The credit can be taken to:
 - (1) remove barriers that prevent a business from being accessible to or usable by individuals with disabilities;
 - (2) provide qualified interpreters or other methods of making audio materials available to hearing-impaired individuals;
 - (3) provide qualified readers, taped texts, and other methods of making visual materials available to individuals with visual impairments; and
 - (4) acquire or modify equipment or devices for individuals with disabilities. The credit cannot be taken for the costs of new construction or planned alterations/renovations. The amount of the tax credit is equal to 50% of the eligible access expenditures in a year, up to a maximum expenditure of \$10,250. There is no credit for the first \$250 of expenditures. The maximum tax credit is \$5,000.

Business Tax Deductions

2. Businesses of all sizes may take a business expense deduction of up to \$15,000 per year for costs of removing barriers in facilities or vehicles (Internal Revenue Code, Section 190)

- A business that annually incurs eligible expenses to bring itself into compliance with the ADA may use these tax incentives every year. The incentives may be applied to a variety of expenditures; however, they may not be applied to the costs of new construction. All barrier removal must comply with applicable Federal accessibility standards.

Tax Incentives Combination

❖ Tax Incentives in Combination - These incentives can be used together by eligible businesses if the expenditures qualify under both Sections 44 and 190. If a small business' expenses exceed \$10,250 for the maximum \$5,000 tax credit, then the deduction equals the difference between the total spent and the amount of the credit claimed.

- **Tax Incentives Forms and Publications:** www.irs.gov or call 800-829-3676 (voice); 800-829-4059 (TTY) to order the necessary business forms and publications: **Form 8826 (Disabled Access Credit)** and **Publication 535 "Business Expenses"** (tax deduction).

vsa

FLORIDA

**The State Organization
on Arts and Disability**



vsa

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on Arts and Disability**

Why it Matters

“People will forget what you said,
people will forget what you did,
but people will never forget how
you made them feel.”

Maya Angelou

Who are People with Disabilities?



Who are People with Disabilities?



Families and Friends



Older Adults



Definition of Disability

- With respect to an individual disability is:
- 1. a physical or mental impairment that substantially limits one or more of the major life activities of such individual
- 2. a record of such impairment; or
- 3. being regarded as having such an impairment

Hidden Disabilities



Disabilities

- Physical Disabilities
 - Orthopedic Impairments/Health Impairments
- Sensory Disabilities
 - Vision/Hearing
- Developmental Disabilities
 - Intellectual Disabilities/TBI/Autism Spectrum Disorder/Multiple Disabilities
- Learning Disabilities
- Emotional/Behavioral Disabilities
- Speech/Language Disabilities

People First Language Speaking with Awareness

- The difference between the right word and the almost right word is the difference between lightening and the lightening bug.

Mark Twain



People First Language Speaking with Awareness

DON'T USE

The handicapped

Confined to a wheelchair or
wheelchair bound

The blind

Deaf and dumb or mute



People First Language

- People First Language puts the person before the disability
- The words we choose to use, say a lot about how we think and feel. Using language that is respectful lets others know that, “this is a place where people of all abilities are welcome and valued!”

WHAT DO PATRONS WITH DISABILITIES WANT?

- Input
- To be valued as customers
- One point person who is knowledgeable and understands their needs.
- Good customer service.
- People with disabilities are the ones who know what they need or want. For much too long, assumptions have been made FOR them, rather than WITH THEM.

Benefits of Access

- Increased Attendance
- New Funding Sources
- More Community Visibility
- Public Perception

BETTER PROGRAMS FOR ALL!

Ten Steps to Accessibility in the Arts

- Know how the law applies to your organization, patrons, and audiences with disabilities
- Designate an accessibility coordinator from your organization that will lead the organization in its efforts to comply with the American with Disabilities Act (ADA)
- Create an ADA Access Advisory group or committee

Ten Steps to Accessibility in the Arts

- Conduct an ADA survey of your facility and program to identify existing barriers and discriminatory policies or practices
- Create an ADA plan for your organization that addresses program accessibility, barrier removal, effective communication, new construction and alterations
- Adopt a policy statement about your organization's commitment to accessibility

Ten Steps to Accessibility in the Arts

- Train your staff
- Implement your ADA plan
- Promote and advertise your accessibility plan
- Conduct an ongoing review of accessibility efforts

How do you know what you need?

- Checklist for Assessing Accessibility

Access on a Shoe String

- Access for under \$100

RESOURCES

◆ VSA Florida

- www.vsafl.org
- Design for Accessibility: A Cultural Administrator's Handbook
 - www.nea.gov/resources/Accessibility/laws.html
- John F. Kennedy Center for the Performing Arts
 - www.kennedy-center.org/accessibility
- National Endowment for the Arts
 - www.nea.gov/resources/Accessibility/index.html

VSA Florida

- Marian Winters
 - 813-974-0721
- mwinters@usf.edu



Checklist for Assessing Accessibility

Name of Organization _____

Staff completing checklist

Name _____ Position _____

Name _____ Position _____

Name _____ Position _____

ADA Contact Person: Name _____ Title _____

The following questions ask you to consider a wide range of accommodations that can be implemented. This does not represent a list of legally-required accommodations.

ACCESS TO FACILITY

☞ **Is the entryway accessible to people with limited mobility (i.e., people who use wheelchairs, canes, crutches, walkers or are unsteady)? Does the facility have:**

- Yes No N/A Ramp
- Yes No N/A Hand railings on ramps
- Yes No N/A Steps
- Yes No N/A Hand railings on steps
- Yes No N/A Doors which open easily (*are lightweight, require minimal pressure*) or automatically
- Yes No N/A Entrances at least 36" wide

☞ **Is the entryway accessible to people with visual impairments (i.e. low vision, blind)? Does the facility have:**

- Yes No N/A Large-print signage
- Yes No N/A Well-lighted
- Yes No N/A Braille and raised lettering on all signage

☞ **Is the entryway accessible to people with hearing impairments (i.e. hard-of-hearing, deaf)? Does the facility have:**

- Yes No N/A Buzzer door
- Yes No N/A If Yes, is there a visual entry code (*flashing light*)?

➤ **Is patron parking available? Does the facility have:**

- Yes No N/A Designated "Accessible Parking" with signage and required clearance
 Yes No N/A A portion of the "Accessible Parking" designated for vans
 Yes No N/A Clear passage to entry (*i.e. smooth and level surface, ramps which have a grade of no more than 1" in every 12", curb cuts, etc.*)

➤ **Is the interior space accessible to people with limited mobility? Does the interior have:**

- Yes No N/A Ramp
 Yes No N/A Hand railings on ramps
 Yes No N/A Steps
 Yes No N/A Hand railings on steps
 Yes No N/A Firm, smooth, level floor surfaces
 Yes No N/A Elevators
 Yes No N/A Chair lifts
 Yes No N/A Doors which open easily (*are lightweight, require minimal pressure*) or automatically
 Yes No N/A "Accessible Restrooms"
 Yes No N/A Integrated and dispersed wheelchair seating
 Yes No N/A Companion seating (*i.e. standard seating next to wheelchair seating*)

➤ **Is the interior space accessible to people with visual impairments? Does the interior have:**

- Yes No N/A Large-print signage/labeling
 Yes No N/A Braille signage
 Yes No N/A Braille-marked elevator buttons
 Yes No N/A Raised letter signage
 Yes No N/A All areas well-lighted
 Yes No N/A Is free of hazardous overhangs and protruding objects
 Yes No N/A Abrupt changes in level are clearly marked
 Yes No N/A Designated seating/companion seating

➤ **Is interior space accessible to people with hearing impairments? Does the interior have:**

- Yes No N/A Visual emergency alarm system
 Yes No N/A Designated seating/companion seating
 Yes No N/A Unobstructed sightline to interpreter(s)

➤ **If your organization tours, what steps do you take to assure that the program is accessible?**

- Yes No Prior to contracting, a site visit is completed to evaluate accessibility, or access questions/an accessibility checklist is completed by the host organization
 Yes No An assurance of compliance with regard to access for people with disabilities is included in the contract
 Yes No If the facility is not accessible, the program is held in an alternate facility that is accessible.

ACCESS TO PROGRAMS

➤ Does your organization use the following to make its programs accessible and fully integrated to people with visual impairments?

- | | | | |
|------------------------------|-----------------------------|------------------------------|--------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Large-print materials |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Braille materials |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Audio-taped materials |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Audio description |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Computer disks |
| | | | Information on website (electronic?) |

➤ Does your organization use the following to make its programs accessible and fully integrated to people with hearing impairments?

- | | | | |
|------------------------------|-----------------------------|------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Assistive listening devices: |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | a) Infrared |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | b) Audio loop |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | c) FM system |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Real-time captioning |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Sign language interpreters |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Scripts and text of verbal presentations - printed |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Scripts and text of verbal presentations - on computer disk |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Captioned audio-visual presentations |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | Oral interpreters |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A | TTY |

➤ If organization has TTY or Video Phone, is number listed on letterhead or promotional materials?

- Yes No

ACCESSIBLE COMMUNICATION AND OUTREACH

➤ Does your organization encourage fully-integrated participation from individuals with disabilities in the areas of:

- | | | | | | |
|------------------------------|-----------------------------|------------|------------------------------|-----------------------------|------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Employment | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Staff/guest artists |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Volunteers | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Audiences/participants |

➤ Does your organization publicize its accessibility?

- | | | | | | |
|------------------------------|-----------------------------|----------------|------------------------------|-----------------------------|------------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | By telephone | <input type="checkbox"/> Yes | <input type="checkbox"/> No | On audio cassette tape |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | By TDD | <input type="checkbox"/> Yes | <input type="checkbox"/> No | On computer diskette |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | In large print | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Through the media (including captioning) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | In Braille | <input type="checkbox"/> Yes | <input type="checkbox"/> No | Through direct mail |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | On Website | | | |

➤ Does your organization have any paid employees with disabilities? People with:

- Yes No Don't Know Mobility limitations (OK)

- Yes No Don't Know Visual impairments
- Yes No Don't Know Hearing impairments
- Yes No Don't Know Learning disabilities
- Yes No Don't Know Mental disabilities

➤ Does your organization have any volunteers with disabilities? People with:

- Yes No Don't Know Mobility limitations (OK)
- Yes No Don't Know Visual impairments
- Yes No Don't Know Hearing impairments
- Yes No Don't Know Learning disabilities
- Yes No Don't Know Mental disabilities

➤ Does your organization have any guest artists with disabilities? People with:

- Yes No Don't Know Mobility limitations
- Yes No Don't Know Visual impairments
- Yes No Don't Know Hearing impairments
- Yes No Don't Know Learning disabilities
- Yes No Don't Know Mental disabilities

➤ Does your organization have Board or Committee members with disabilities? People with:

- Yes No Don't Know Mobility limitations
- Yes No Don't Know Visual impairments
- Yes No Don't Know Hearing impairments
- Yes No Don't Know Learning disabilities
- Yes No Don't Know Mental disabilities

➤ Does your organization have a designated staff member responsible for Access and ADA/ Section 504 compliance?

- Yes No Organization has a designated staff person
- Yes No 1. Have they been trained?
- Yes No 2. Do they have a disability?

➤ Is fully-integrated accessibility a part of your organization's long-range plan?

- Yes No

➤ Does your organization have a standing committee comprised of community members with a disability that meets regularly to advise on access concerns?

- Yes No

Document prepared by VSA Florida
 For additional information contact Marian Winters
 813-974-0721 (office) 813-789-7055 (mobile)

mwinters@usf.edu

Schedule for VSA Webinars: FEBRUARY 2013

- 4:00 – 5:00 P.M.
Call in: 1-888-670-3525 code: 379-250-3691#
- 2/5 Movement Ana Miranda
- 2/12 Visual Lori Emly
- 2/19 Drama Patricia Gallo
- 2/26 Music Paloma Duenas

Hiccups and Hurrahs

Guest Presenters:

- Pam Coffman : Florida Museum of Art
- Garry Novick: Broward Center for the
Performing Arts



Pam Coffman,
Curator of Education



A Taste of Access Workshop

Monday, January 31, 2011

Customers with Disabilities Mean Business!

***Is your arts or cultural organization
looking for ways to: increase audience
and make programming more accessible
and inclusive?***

Workshop to provide information and resources to Arts and Cultural organizations to assist in accessible programming for the community. Information will be useful to Executive Directors, Education Directors, Marketing Directors, Audience Development Staff, Programming Personnel, Box Office Staff and Community Outreach Personnel.



**Deltona Middle School
Exceptional Student Education
VSA Florida Artist Residency**



**Participating
students,
teacher,
Becky Gunn,
and staff
from Deltona
Middle
School.**



Vessels of Knowing
was inspired by the
Barbara Sorensen
Topographies Exhibition
on display at the
Museum of Florida Art through March 13, 2011



Pandora by Barbara Sorensen



*Creating a community where
people with
disabilities can learn through,
participate in and enjoy the arts*



600 N. Woodland Blvd.
DeLand, FL 32720
386-734-4371
www.MuseumofFloridaArt.org

Vessels of Knowing



***Deltona Middle School
Exceptional Student Education
VSA Florida Artist Residency
Art Exhibition***

**Museum of Florida Art
March 5 - 17, 2011**

Opening Reception March 5 ▪ 2:00 - 4:00 pm

600 N. Woodland Blvd. ▪ DeLand, Florida 32720



Pam Coffman,
Curator of Education





GARRY NOVICK

Director of Guest Services
Broward Center for the Performing Arts
201 SW Fifth Avenue
Fort Lauderdale, FL 33312
gnovick@browardcenter.org • 954.468.3305



**BROWARD
CENTER**
— for the —
PERFORMING ARTS



Access & Accommodations

2012-2013 Broadway Season




WarHorse




BROWARD CENTER
FOR THE PERFORMING ARTS


Access Services

AD **Audio Description** brings the theatrical experience to those who are blind or have low vision. A trained describer narrates the visual elements of the performances including lights, costumes, actions and scenery.

 **Assistive Listening Devices** amplify and clarify the sound and are available at our Guest Services Desk.

OC **Open Captioning** is a text display located to the side of the stage that scrolls words in synchronization with the performance.

 **Sign Language Interpreted** performances are provided for guests who are deaf or hard of hearing.

 **Wheelchairs** are available at no charge from our Guest Services Desk.


Accessible Seating is available and can be limited. We encourage you to order early, and to specifically request seating for wheelchair access, sign interpreted or open captioned performances when placing your order.

Box Office 954.462.0222
www.BrowardCenter.org

Access Performances




Million Dollar Quartet

 Nov 16, 2012, 8pm
OC AD Nov 17, 2012, 2pm




Sister Act

 Dec 28, 2012, 8pm
OC AD Dec 29, 2012, 2pm




Agatha Christie's BBC Murders

 Jan 25, 2013, 8pm
OC AD Jan 26, 2013, 2pm




Wicked

 Feb 8, 2013, 8pm
OC AD Feb 9, 2013, 2pm




Flashdance

 Mar 15, 2013, 8pm
OC AD Mar 16, 2013, 2pm




The Addams Family

 Apr 19, 2013, 8pm
OC AD Apr 20, 2013, 2pm



WarHorse

 May 17, 2013, 8pm
OC AD May 18, 2013, 2pm

AD
 Audio
 Described

OC
 Open
 Captioned


 Sign
 Interpreted

Access

to Performing Arts

Box Office

954.462.0222

201 SW 5th Avenue
Fort Lauderdale, FL 33312

www.BrowardCenter.org



The Addams Family
A NEW MUSICAL COMEDY

Photo: Matt Hoyle





GARRY NOVICK

Director of Guest Services
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Fort Lauderdale, FL 33312
gnovick@browardcenter.org • 954.468.3305



**BROWARD
CENTER**
— for the —
PERFORMING ARTS

LEAD

Leadership Exchange in Arts and Disability

The following list of ideas for creating more accessible facilities has been compiled from participants at Leadership in Arts and Disability (LEAD) conferences over the past 6 years and with special thanks to The John F. Kennedy Center for the Performing Arts Accessibility Office.

Access for under \$100.00

• Print Tips (for programs, playbills, marketing materials, website, etc)

- Large Print (type set or copied).
 - i) Recommended type faces are sans serif fonts.
 - ii) 16- 18 pt.
- Use Fonts that are sans serif, Arial, Tahoma, etc.
 - i) Avoid italics.
 - ii) Avoid condensed spacing.
- Color Choices
 - i) Avoid glossy or highly reflective papers when printing.
 - ii) Avoid using colors that are similar in lightness (yellow on orange; yellow on white; white on gray).
 - iii) Avoid using red and green together (many people have red/green color blindness).
 - iv) Do use colors with effective contrasts (black against a light color; magenta against pale green).

- **Access (symbols) in your advertisements.**
 - Available for download at:
<http://gag.org/resources/das.php>
 - On website.
 - On calendar listings.

- **Train staff** (Leadership, Management, Design, Marketing, Box Office, Front of House/Usher)
 - Staff should always introduce themselves (badges hard to read).
 - Remind staff not to turn their backs on people who may have hearing loss.
 - Make sure staff knows accessible (as well as shortest) routes in your facility.
 - Encourage people to ask for assistance.
 - Emphasize great customer service.
 - Train on accommodations provided and how to use (elevators; ALS's, etc.).
 - How to use relay services TTY- don't forget nationwide (711) as well as local relay.
 - Utilize technical staff expertise to create accessibility.
 - Docents should know how to modify tour language to be appropriate for appropriate audience(s).
 - Train staff of potential difficulties in your space.
 - Travel routes yourself.
 - Shop your box office and website.

- **Connecting with the Audience through:** Community arts, Access, Service organizations, library, Better Business, Community and Senior Centers, Assisted Living Centers, Self-Help, Audio Clinics, Community Access Centers, Radio Reading Services, Colleges/Universities with Special education programs, College/University Student Disability Resources Office.
 - Assist with information dissemination.
 - List sharing-address and email addresses.
 - Help target audiences for specific programming (AD,OC,ASL performances).
 - Join disability list serves.
 - Visit disability organizations and educate their communities about services you provide.
 - Invite people with disabilities to serve as ambassadors for your programs.
 - Host an open house for their disability organization members.
 - Form an advisory board.
 - Invite service animal training schools to do training at your facility.
 - Groups visiting your place can help promote your services.
 - Send notices of ASL and/or OC performances to patrons who are deaf or hard of hearing.

- **Curtain pitches before performances can include information about your services.**
- **Create class in Access in Arts (Elder hostels).**
- **Get corporate or business sponsor exchange for advertising their names.**

- **Remove Barriers**

- Doors/Doorways

- Remove where possible.
 - Add doorbell at a difficult doorway.
 - Adjust closer on door to lessen pressure for easier open/close.
 - Bevel threshold (make it a 'rampette')
 - Change door handles from knobs to levers (possible donation; hardware sponsor; etc.)

- Provide more than one way to get paper products from restrooms. Also soap and towels.

- Add full length mirror.

- Use pump style soap dispensers.

- Provide paper cups at water fountains.

- Provide straws with drinks.

- Add grab bars (make sure of correct placement).

- Install risers for toilets that are too low.

- Make sure paths are clear and 36 inches wide.

- Remove or secure rugs.
- Create non-skid surfaces – clear coating that is non-slip can be obtained from noskidding.com
- Compensate for too – high counter areas by using tables.
- Have clipboard available for transactions at a counter that is too high.
- In elevator where buttons too high, have a wand available (Velcro attach).
- Increase lighting in dark areas- change wattage in bulbs.
- Lighting- even (non-glaring).
- Place public materials on lower counters and tables.
- Place wood blocks or bricks under tables that are too short.
- Place light colored tape on edge of steps or places where level changes.
- Ensure an access path through a gift shop.

- **Offer Touch Tours and advertise in ads.**
- **Provide printed scripts in advance.**
- **Provide printed self-guided information for tours.**
- **Food court/service: provide large print and Braille menu with price.**
- **Provide personnel able to assist patrons outside of the box office.**

- **Provide alternate formats.**
 - Large print and Braille programs.
 - Audio tape formats & tape player.
 - CD format.
- **Provide Trays, assistance in carrying.**
- **Buy equipment- ease of operation.**

- **Signage:**

- It should be Directional, Functional, Plenty, Contrast.
- Place one that clearly states “For Assistance...”
- Provide large print exhibit labels.
- Follow same rules re: print materials (see: #1).
- Add signage for clarifying Access Rooms and Routes.
- Color and shape code information.
- Lower labels on artwork.

- **Use fabric & furniture to deaden echo.**
- **Hold Open House, (Artwork, Instrument) Petting Zoo.**
- **Universal policy.**
- **Use flag or visual cue to announce start of show. Dim lights gently, not rapidly.**
- **Recruit students as interns.**
- **Provide synopsis of play.**

- **Provide visual information on characters.**
- **Wrap pipes.**
- **Provide rest areas.**
 - For service animals.
 - Benches/chairs.
- **Educating at time of purchase.**

RESOURCES

RE: patrons who are deaf or hard of hearing

- Hearing Loss Association National Website: www.hearingloss.com
- National Association of the Deaf: www.nad.org
- Deaf and Hard of hearing Organizations in the U.S.:
- http://deafness.about.com/od/deafhohorganizations/Deaf_and_Hard_of_Hearing_Organizations.htm

RE: Patrons who are blind or have low vision

- Lions Clubs: www.Lionsclubs.org (typically city chapters within each state)
- National Federation of the Blind: www.nfb.org
- American Council of the Blind: www.acb.org
- Recording for the Blind and Dyslexic: www.rfbd.org (to find Chapter closest to you)
- Blinded Veterans Association: www.bva.org

RE: Seniors

- American Senior Housing Association: www.seniorshousing.org
- American Association of Retired Persons: www.aarp.org

RE: People with cognitive disabilities

- The ARC: www.thearc.org

General:

- Independent Living Centers <http://www.ilusa.com/links/ilcenters.htm>
- Your State Disability Office
- www.ada.gov
- www.disabilityinfo.gov
- Local College/University Special Education Department and Offices of Disability Resources for Students

Printed Materials:

- **THE SIGHTED GUIDE TECHNIQUE.** The Jewish Guild for the Blind; 15 West 65th Street, New York, NY 10023 800-539-4845; www.jgb.org
- **EFFECTIVE COLOR CONTRAST.** Lighthouse International; Arlene R. Gordon Research Institute, 111 East 59th Street, New York, NY 10022-1202 212-821-9200 or 800-829-0500 or www.lighthouse.org
- **MAKING TEXT LEGIBLE.** Lighthouse International; Arlene R. Gordon Research Institute, 111 East 59th Street, New York, NY 10022-1202 212-821-9200 or 800-829-0500 or www.lighthouse.org



**SUCCESSFULLY
ACCESSIBLE**



**A LUNCH HOUR
WEBINAR SERIES**

**The Division of Cultural Affairs is pleased to announce upcoming
lunch hour webinars
in partnership with VSA Florida**

12:00 p.m. ET

Every 4th Wednesday, From January to June 2013

Join us for a series of webinars organized to help arts and cultural organizations design, create and implement successful accessible programming, events and environments for their patrons. Each session will include DCA staff and guests who can provide information and experience on the importance of accessibility in the arts. There will be time for a question and answer session.

The topics of the sessions are as follows:

February 27th, 12:00pm – Planning a Successful Autism Centered Event

March 27th, 12:00pm – How to Plan a Successful Visit for the Hearing Impaired

April 24th 12:00pm – How to Plan a Successful Visit for the Sight Impaired

May 22nd 12:00pm – Planning a Successful Visit for Wheelchair Users and Mobility Issues

June 26th 12:00pm – Training Your Staff: Dos and Don'ts