Rubric Webinar Series
Impact
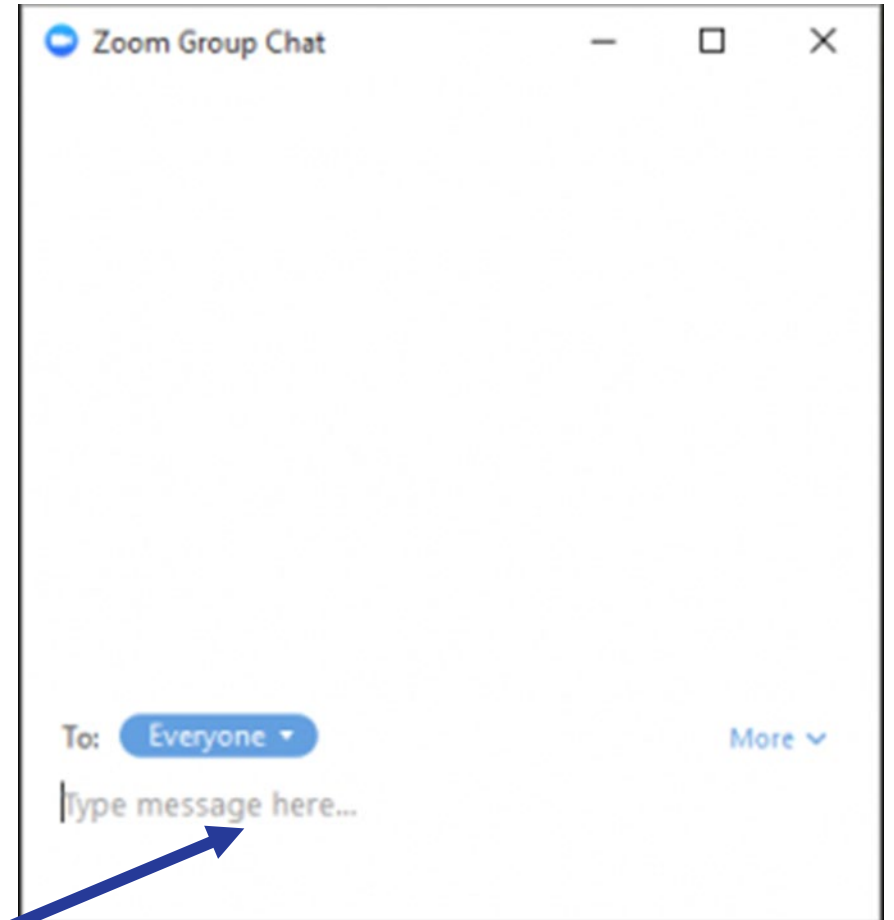
Florida
ARTS & CULTURE

Meeting Etiquette

❖ Participants will be muted

❖ Video is disabled

❖ Chat feature is available

❖ Q&A will take place at the end

Zoom Group Chat

To: Everyone ▾   More ⌄

Type message here...

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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

Recommended

Not Recommended

Review Criteria

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

30% | 35%

35%
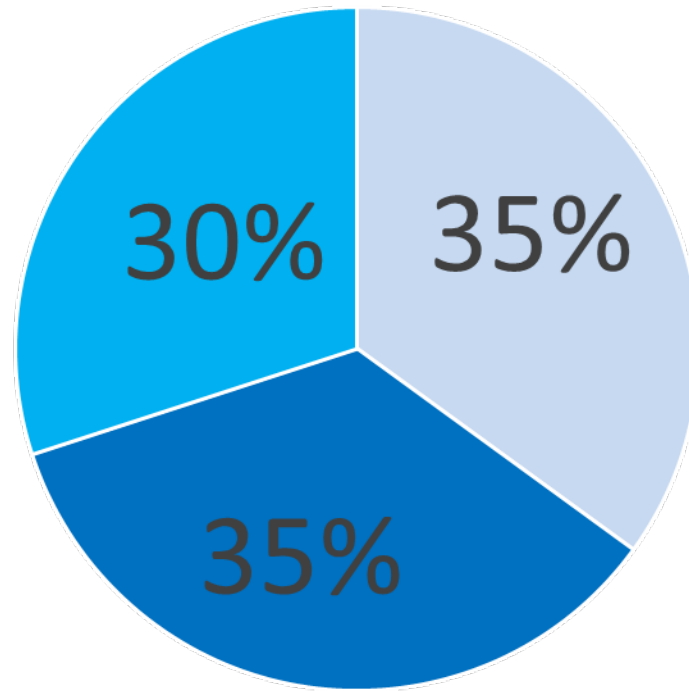
■ Quality of Offerings   ■ Impact   ■ Track Record

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 service s 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 theconstituency 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 appropriate 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

Individuals Reached

Total number of individuals who will be engaged?

❖ 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 you 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.

EVENTS AND OPPORTUNITIES

1. 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.

2. 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 or multiple instances of the same event

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

IMPACT – ENGAGEMENT

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

❖ Participants OVER the age of 18

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

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

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

❖ Children under the age of 18 attending with their parents or any non-school group.

IMPACT - ENGAGEMENT

6. How many artists will be directly involved?

❖ Professional artists providing artistic services for proposed activities

❖ LIVING artists whose work is represented in an exhibition

6.1   List TOTAL number of artists involved

6.2   List FLORIDA artists involved (this number cannot be greater than the TOTAL number of artists listed above

The total number of individuals engaged will auto-populate.

IMPACT - BENEFICIARIES

7. 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)
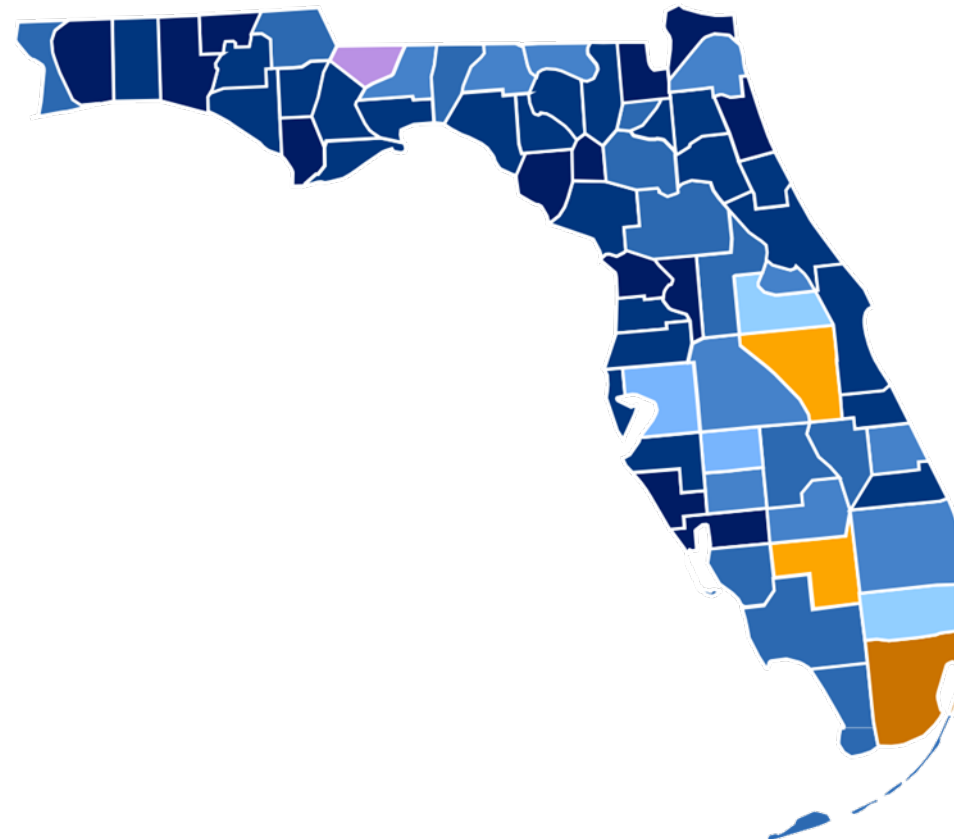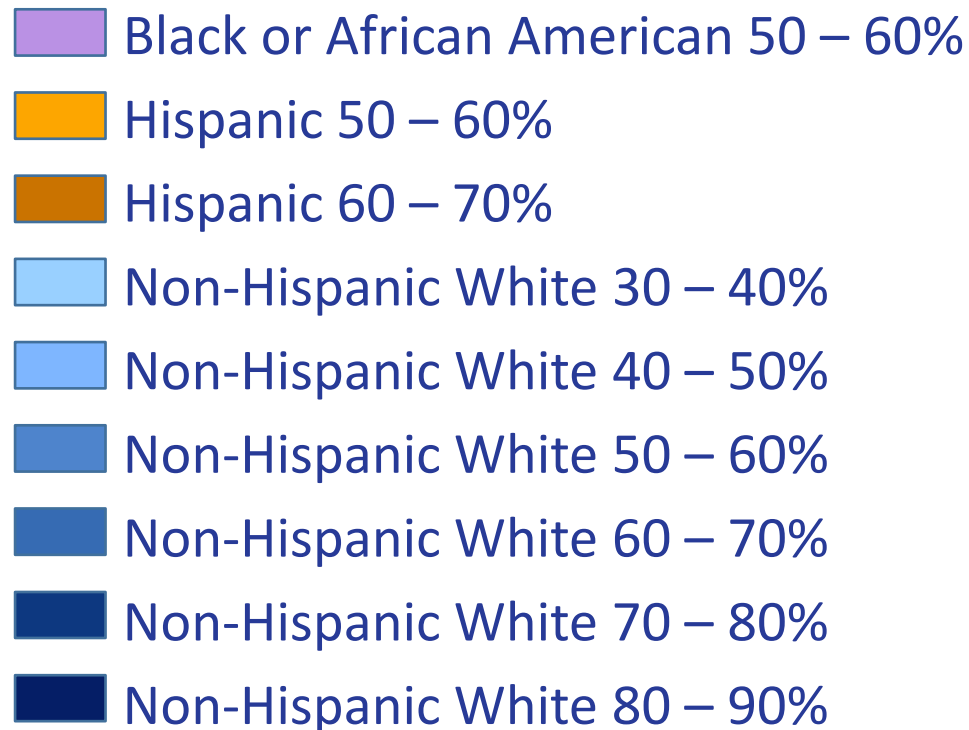- No specific age group

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

Florida ARTS & CULTURE

IMPACT - DEMOGRAPHICS

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

- Black or African American 50 – 60%
- Hispanic 50 – 60%
- Hispanic 60 – 70%
- Non-Hispanic White 30 – 40%
- Non-Hispanic White 40 – 50%
- Non-Hispanic White 50 – 60%
- Non-Hispanic White 60 – 70%
- Non-Hispanic White 70 – 80%
- Non-Hispanic White 80 – 90%

IMPACT – ADDITIONAL INFORMATION

9. Additional impact/participation numbers information (optional) (1500 characters)

❖ Use this space to provide the panel with additional detail or information about the impact/participation numbers.

❖ Describe what makes your organization/programming unique.

IMPACT – LAA and SSO ONLY

9. 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

10. 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
- Diversity Initiative
- 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

10. 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.

11. 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 – ADDITIONAL INFORMATION

12. 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

PROPOSAL IMPACT

13. 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

[Arts & Economic Prosperity 6 - AEP6 | Calculator (americansforthearts.org)/](#)

[Florida Scorecard (thefloridascorecard.org)](#)

IMPACT – MARKETING & PROMOTION

14. Marketing and Promotion

14.1 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

14.2 What steps are you taking in order to build your audience and expand your reach? (3500 characters)

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

KEY STEPS TO ACCESS FOR ALL

For Cultural Organizations and Arts Programs

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 1st 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 are fully accessible and consider issues of access for all	Some of the organization's programming, facilities, related materials and communications are accessible and consider issues of access for all.	Plans are made for making programming, facilities, related materials and communications accessible and consider issues of access for all	No effort is made towards making programming, facilities, related materials and communications accessible and does not consider issues of access for all

IMPACT – ADA

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

http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0500-0599/0553/0553.html

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.

Equal Experience

❖ The business is responsible for any financial obligations

❖ Must comply unless a modification would be an undue burden or fundamentally alter the nature of the goods or services provided

IMPACT – ACCESS FOR ALL

1. 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? (3500 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.

Develop Policies and Procedures

❖ What policies and procedures do you have in place? If you have none, do you have a timeline to create them?

❖ Is your staff informed?

❖ Do your policies and procedures include a complaint process?

❖ Are they legal, logical, and best practice?

From DAC 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?

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 access for all

Designate an ADA Coordinator

❖ Identify your ADA coordinator and ensure they are aware of their status
❖ Post contact information on your website

From DAC Grant Application-

❖ Does the applicant have a staff person that is responsible for compliance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act, and Florida Statute 553?

❖ 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 access for all

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 DAC Grant Application-

❖ **Has the applicant completed the Section 504 Self Evaluation Workbook or the Abbreviated Accessibility Checklist (only for first time self-evaluations from the NEA? (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? (For maximum points, the evaluation must have been completed in the last 2 years)**

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 access for all

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?

Create a Plan (Short Term and Long Term) to Address Accessibility <u>With Money Attached</u>

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

❖ Solutions can be cheap or expensive, and short or long term.

Accessibility Solutions

❖ Cheaper and short term:
- Captioning videos
- Large print
- Revising marketing materials
- Buy small items like noise reducing headphones

❖ Free and impactful
- Review Board make up
- Create an advisory group or focus group
- Partner with disability organizations
- Staff training

Accessibility Solutions

❖ 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.)

GOAL

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 access for all

Make your Commitment to Access Apparent, Not an Afterthought!

❖ Make sure your building is accessible and people with disabilities can use your front entrance

❖ Make your accessibility information easy to find online, onsite, and on marketing.

❖ For marketing materials-
  ▪ Show people of all abilities enjoying your facility
  ▪ Include general access information on all printed materials
  ▪ Use access symbols
  ▪ Use accessible fonts and sizes for labels and printed materials

❖ Use disability inclusive language.

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

❖ Florida ADA Checklist
florida-dos-ada-checklist-rev-102015.pdf (floridados.gov)

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
- ❖ Florida Division of Arts & Culture (list-manage.com)

Grant Webinars

❖ [Calendar - Division of Arts and Culture - Florida Department of State](#)

❖ Recording of "How to Apply for GPS/SCP Grants 2026"

  ▪ https://www.youtube.com/watch?v=cHW4hqUJdMY

❖ Recording of " How to apply for Cultural Facilities 2025-2027"

  ▪ https://www.youtube.com/watch?v=yLTZLHa5kHk

❖ GPS/SCP Application Criteria - Quality of Offerings: 4/17 @ 11:30

  ▪ https://dos-myflorida.zoom.us/j/82316990532?pwd=2VNz2Zb16NdLANvKsASaba49W3HayG.11

❖ GPS/SCP Application Criteria - Track Record **(Including Budget):** 5/1 @ 11:30

  ▪ https://dos-myflorida.zoom.us/j/84479322447?pwd=MQkb4aeSt9nZRRnAJk9cqkErtaB0TG.1

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Museums   Underserved

LAA/SSO

QUESTIONS

ANSWERS

Zoom Group Chat

TYPE HERE

To: Everyone ▾

More ⌄

Type message here...
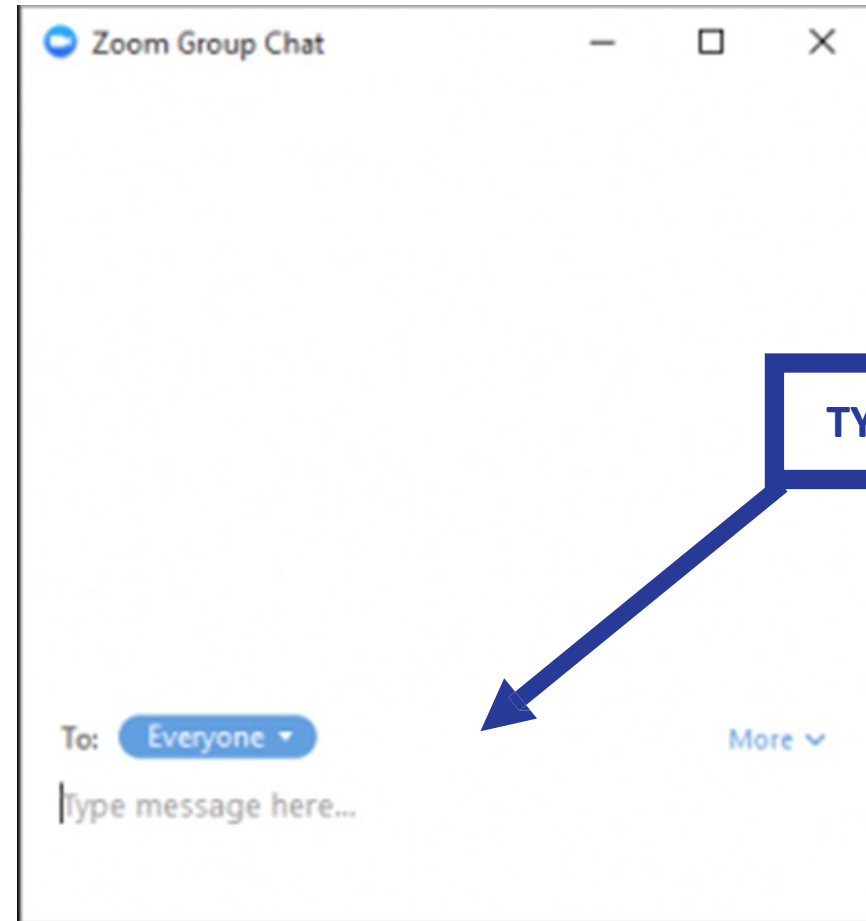
Links for the presentation and materials will be posted to our website after the session.

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