

**Monday, August 18, 2025****6:00 PM****McFarland Municipal Center**  
5915 Milwaukee St, McFarland  
*Community Room*

## AGENDA

The public may attend in-person or remotely through the Zoom webinar or telephone options listed below. *Please Note: Virtual attendance is offered as a convenience, but technical difficulties beyond the Village's control may prevent or limit its availability at any meeting. The public is encouraged to attend the meeting in person to assure full access to the proceedings.*

PLEASE CLICK THE LINK BELOW TO JOIN THE ZOOM WEBINAR:

<https://us02web.zoom.us/j/83289668615>

Or by Telephone: +1 (312) 626-6799

Webinar ID: 832 8966 8615

Press \*9 to raise/lower hand. Press \*6 to mute/unmute.

1. CALL TO ORDER, ROLL CALL.
2. PUBLIC APPEARANCES.
  - a. This is an opportunity for members of the public to address the Diversity, Equity, and Inclusion Committee for items that are not on the agenda. Please remember this is a hybrid meeting conducted in person and through the Zoom online meeting platform. Meeting attendees wishing to address the Committee about items not on the agenda may do so at this time. Zoom attendees should type their name and address in the Question and Answer feature within the Zoom online meeting platform at this time. Members of the public who are present in person and wish to address the Committee should fill out a public comment form and turn into the meeting chairperson. When you are called upon to speak, state your name, address, and provide your comments to the Committee for their consideration. Please adhere to the 3-minute time limit. Additionally, you may send your public comments to [communications@mcfarland.wi.us](mailto:communications@mcfarland.wi.us) to be included as part of the meeting.  
  
Members of the public may also speak during their selected agenda item as they designate on the public comment form or in the Question and Answer feature on Zoom.
3. APPROVAL OF MINUTES.
  - a. Motion to approve the minutes of the July 21st, 2025 meeting.
4. BUSINESS.
  - a. Senior Outreach presentation on Ageism
  - b. Approval of the Diversity, Equity and Inclusion Committee Purpose Statement [charge/mission]
  - c. Equity in Events: Decision-Making Guide Application Exercise
5. SCHEDULE NEXT MEETING DATE.
  - a. September 9th 2025, 5:30 pm - Joint Village Board & DEI Committee Meeting
6. ADJOURNMENT.

Any person who has a qualifying disability as defined by the Americans with Disabilities Act that requires the meeting or materials at the meeting to be in an accessible location or format should contact the McFarland Municipal Center at (608)838-3153, 5915 Milwaukee Street, McFarland, Wisconsin, or [village.clerk@mcfarland.wi.us](mailto:village.clerk@mcfarland.wi.us) by 2:00 p.m. at least 5 business days prior to the meeting so that any necessary arrangements can be made to accommodate each request. If the meeting or request is less than 5 business days from the meeting, requests for accommodations may still be made and reasonable efforts will be made to accommodate each request.

VILLAGE OF MCFARLAND

**Diversity, Equity, and Inclusion Committee Minutes**

*Monday, July 21, 2025 - 6:00 PM*

**1. CALL TO ORDER, ROLL CALL.**

**Present** -Miguel Peña, Kathy Annen, Monica Bruce, Mona Nelson, KellyThomson, Meghan Kelling-Shanks

**Absent** -  
Cyndi Jaye

**Staff** -  
Krystal Johnson  
Matt Schenuke

**2. PUBLIC APPEARANCES.**

a. *This is an opportunity for members of the public to address the Diversity, Equity, and Inclusion Committee for items that are not on the agenda. Please remember this is a hybrid meeting conducted in person and through the Zoom online meeting platform. Meeting attendees wishing to address the Committee about items not on the agenda may do so at this time. Zoom attendees should type their name and address in the Question and Answer feature within the Zoom online meeting platform at this time. Members of the public who are present in person and wish to address the Committee should fill out a public comment form and turn into the meeting chairperson. When you are called upon to speak, state your name, address, and provide your comments to the Committee for their consideration. Please adhere to the 3-minute time limit. Additionally, you may send your public comments to communications@mcfarland.wi.us to be included as part of the meeting.*

*Members of the public may also speak during their selected agenda item as they designate on the public comment form or in the Question and Answer feature on Zoom.*

No public comments via online or in person

**3. APPROVAL OF MINUTES.**

a. *Motion to approve the minutes of the June 16th 2025 meeting.*

Motion to approve June 16th, 2025 meeting minutes, by Chair Peña and a second by Mona Nelson

Motion passes 6-0

**4. BUSINESS.**

a. *DEI Committee Updates: Committee members will have the opportunity to share community updates and updates from other village committees, commissions, and boards to assist in implementing ordinance 2-461 (a)(b)(c)*

Committee member Kelly Thompson provided a recap of a meeting that was held between Village Staff and Staff at the High School.

Committee member Mona Nelson provided an update on the Community Festival.

Staff, Krystal Johnson provided an update on the Mission and Vision statement, and introduced a new report that the committee will look at.

*b. Presentation and Review of Committee Charge/Mission Drafts*

Staff presented four versions of a potential charge/mission statement for the DEI committee

*c. Presentation, discussion and recommendation on implementing the Equity in Events: Decision-Making Guide*

Committee discussed the decision making guide for events and would like to proceed with the framework. They recommended a training at the next meeting.

*d. Discussion on the Joint Village Board and DEI committee meeting*

Discussed the process of the joint meeting with the board as a part of the boards annual strategic planning

**5. SCHEDULE NEXT MEETING DATE**

*a. Next meeting scheduled for August 18th, 2025 at 6:00pm*

**6. ADJOURNMENT.**

Motion to adjourn by Trustee Pena and a second by mona nelson

  
**VILLAGE OF**  
**McFarland**  
**SUMMARY SHEET**

**MEETING DATE:** Monday, August 18, 2025

**SECTION:** Business

**DEPARTMENT:** Administration

**CONTACT:** Katie Gletty-Syoen, Director, Krystal Johnson, DEI Strategist

**AGENDA ITEM:** Senior Outreach presentation on Ageism

**PREVIOUS ACTION:**

N/A

**ISSUE SUMMARY:**

The Senior outreach department is an important function of government that supports and advocates for older adults within the Village of McFarland. The mission, values, and goals of senior outreach initiatives are closely aligned with the objectives of the Diversity, Equity and Inclusion committee.

This presentation aims to raise awareness about ageism, highlight the needs and contributions of our senior population, and initiate a broader dialogue on potential collaborative efforts between the committee and senior outreach programs.

**FINANCIAL/BUDGET IMPACT:**

\$0.00

**VILLAGE PLAN REFERENCE:**

N.A

**ORDINANCE REFERENCE:**

N/A

**BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:**

**ATTACHMENTS:**

1. SeniorOutreach\_Reframing Aging
2. SeniorOutreach\_Global report on ageism
3. Ageism Awareness Day
4. Ageism-Fact-Sheet-Ageism-Awareness-Day
5. Ageism-Awareness-Day-Proclamation-Template-2025

# THE STORY OF REFRAMING AGING



## Society should treat older people as equals

One of our society's strengths is our belief in justice. A just society ensures that everyone, regardless of age, can participate and contribute in meaningful ways. Too often, we limit opportunities for older people and minimize their contributions. This is unjust to older people and a loss to our communities. To live up to our ideals, we must confront the injustice of ageism.

## Ageism harms us all

Ageism is discrimination or unjust treatment of older people based on stereotypes.

Starting at an early age, ageism shapes the way we think about ourselves and others as we grow older.

Underlying ageism is implicit bias – the unconscious attitudes and beliefs that lead to snap judgments about older people.

Ageism is bad for our health, making us sicker and costing our nation billions in avoidable health care costs.

Ageism stifles the economy by limiting the participation of older workers, despite their years of experience.



### This is what ageism sounds like:

I'm having a senior moment.

These wrinkles and grey hair have got to go.

I'm too old to try that.

You look good for your age.

It's time to put her/him out to pasture.

Those are just aches and pains from old age.

Sweetie, you don't look a day over 29.



## The solution: confront ageism by telling a new story

The Reframing Aging Initiative is generating a groundswell for change – from local efforts to national leaders – to tell a more balanced story of aging.

This story explains that good ideas know no age limit, and that experience and wisdom can be tapped to benefit us all.

**Our words matter.** Changing the way we talk will change attitudes about aging, and ultimately, will advance policies and programs that support us at every age and stage of life.

This initiative is powered by research and proven to change how people think about aging.

**What we need is you!**

JOIN US IN TELLING A  
NEW STORY ABOUT AGING!

[www.reframingaging.org](http://www.reframingaging.org)

Practice using the tips on the Quick Start Guide



Learn about the public's understanding of aging at [www.reframingaging.org](http://www.reframingaging.org)



Take the Implicit Association Test to measure your implicit bias ([www.implicit.harvard.edu](http://www.implicit.harvard.edu))



Call out ageism when you see it or hear it



Request a workshop or presentation for your organization



Subscribe to *Caravan*, the newsletter of the Reframing Aging Initiative

## Quick Start Guide

### Our Words Matter

Here Are Tips on How to Choose Them Well

Instead of these words and cues:	Try:
"Tidal wave," "tsunami," and similarly catastrophic terms for the growing population of older people	Talking affirmatively about changing demographics: "As Americans live longer and healthier lives..."
"Choice," "planning," "control," and other individual determinants of aging outcomes	Emphasizing how to improve social contexts: "Let's find creative solutions to ensure we can all thrive as we age."
"Seniors," "elderly," "aging dependents," and similar "other-ing" terms that stoke stereotypes	Using more neutral ("older people/Americans") and inclusive ("we" and "us") terms
"Struggle," "battle," "fight" and similar conflict oriented words to describe aging experiences	The Building Momentum metaphor: "Aging is a dynamic process that leads to new abilities and knowledge we can share with our communities."
Using the word "ageism" without explanation	Defining ageism: "Ageism is discrimination against older people due to negative and inaccurate stereotypes."
Making generic appeals to the need to "do something" about aging	Using concrete examples like intergenerational community centers to illustrate inventive solutions

GLOBAL REPORT ON

# AGEISM

# Global report on **ageism**

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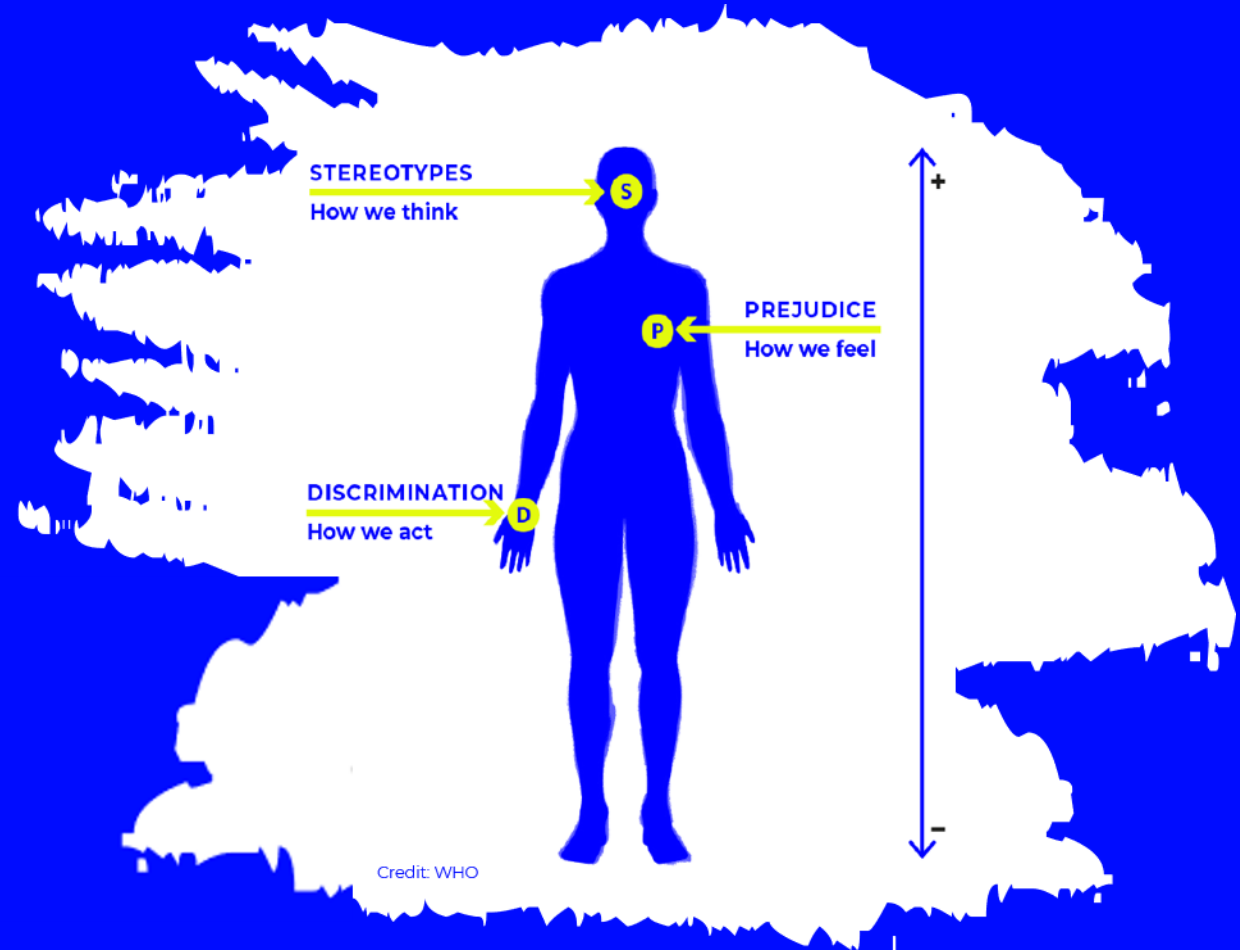
Summarizes the **best available evidence** on ageism

Outlines **3 strategies** to address ageism

Includes **3 recommendations for action**

# Ageism

Ageism refers to **how we think** (stereotypes), **feel** (prejudice) and **act** (discrimination) towards others or ourselves based on **age**

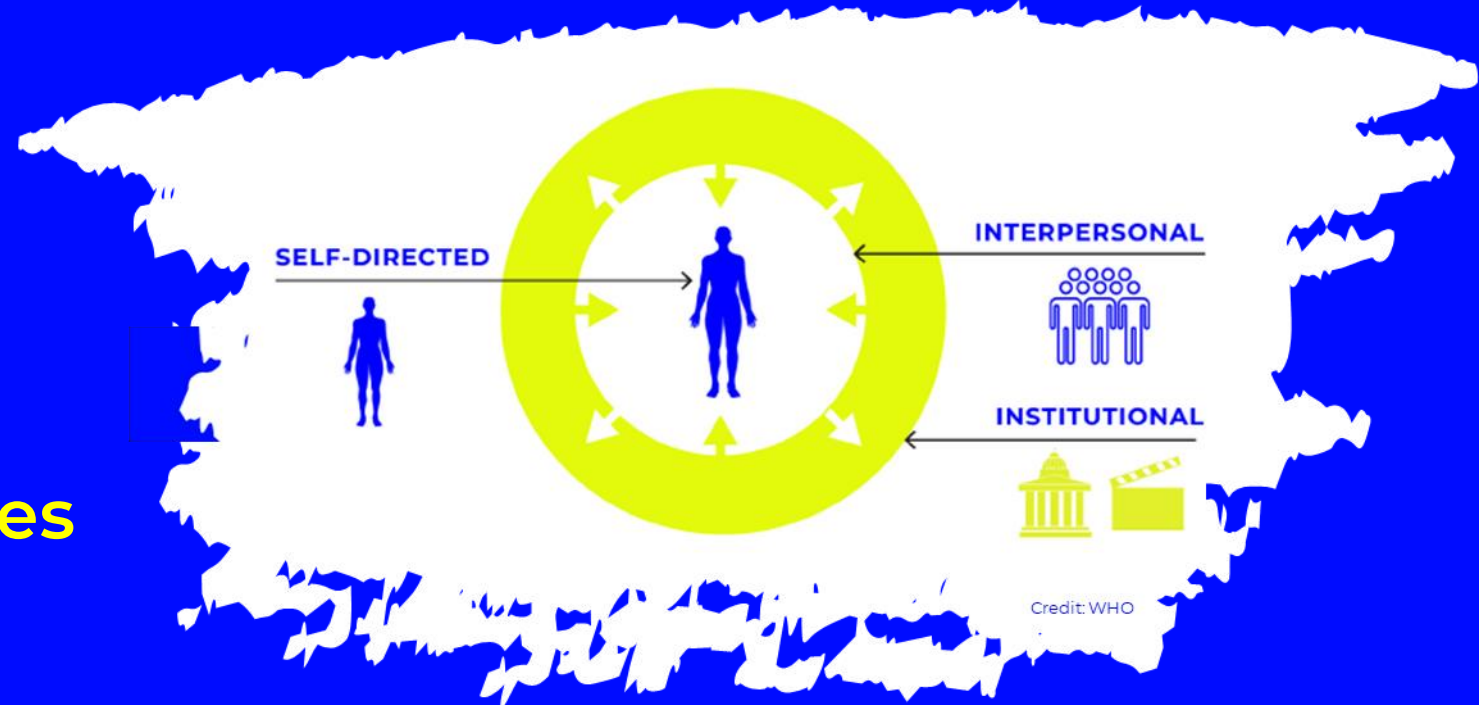


# Ageism is everywhere



Ageism **affects people of all ages**

Ageism exists in our **institutions**, our **relationships** and **ourselves**



# Ageism is prevalent

- **1 in 2 people** are ageist towards older people
- **In Europe, younger people report more ageism** than other age groups

# Ageism is harmful and costly

- Ageism has **far-reaching impacts on all aspects of people's health** - their physical health, their mental health and their social well-being.
- Ageism intersects and **exacerbates other forms of disadvantage** including those related to sex, race and disability
- Ageism takes a **heavy economic toll** on individuals and society



# Ageism can be combatted

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3 strategies work in addressing ageism:

1. **Policy and law**
2. **Educational activities**
3. **Intergenerational interventions**

# Policy and law

- Policy and law can **address discrimination and inequality** based on **age** and **protect the human rights** of everyone, everywhere
- Policy and law can be used **to reduce or eliminate ageism against any age group**
- **Different mechanisms** are used **to implement and monitor** policies and laws, including human rights agencies, courts, ombudspersons and bodies working to uphold treaties

# Educational activities

- Educational interventions include **instruction that transmits information, knowledge and skills**, as well as activities to **enhance empathy** through role-playing, simulation and virtual reality
- Educational interventions are **among the most effective strategies for reducing ageism against older people**. Little is known about their effectiveness for reducing ageism against younger people

# Intergenerational interventions

- Intergenerational interventions aim to **foster interaction between different generations**
- Intergenerational interventions are **effective interventions for reducing ageism against older people**, and are promising for reducing ageism against younger people
- Interventions that combine education and intergenerational contact have a slightly larger effect on attitudes than intergenerational interventions used alone

# 3 recommendations for action

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1. Invest in the **3 evidence-based strategies** to address ageism
2. Improve **data and research** to gain a better understanding of ageism and how to reduce it
3. Build **a movement to change the narrative** around age and ageing





GLOBAL  
CAMPAIGN  
TO COMBAT  
AGEISM

# For more information:

<http://bit.ly/combatageism>

**Full report:** [English](#)

**Executive summary:** [English](#),  
[Spanish](#), [French](#)

GLOBAL REPORT ON  
**AGEISM**

JOIN THE MOVEMENT

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*Help create a #AWorld4AllAges*

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**From:** American Society on Aging <info@asaging.org>  
**Sent:** Thursday, September 19, 2024 2:42 PM  
**To:** Katie Gletty-Syoen <katie.gletty-syoen@mcfarland.wi.gov>  
**Subject:** Ageism Awareness Day



## Take Part in Ageism Awareness Day on Oct. 9!

**Ageism Awareness Day is an opportunity to draw attention to the impact of ageism in our society and how we can reframe aging in our communities.**

Ageism refers to stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) toward others or ourselves based on age. It negatively impacts our health and well-being, our financial security and the economy. It exists in many forms, influencing everything from personal interactions to public policy, and impacts us at every age.

**The good news is that we can do something about it, and we begin by spreading the word on Oct. 9, 2024.**

[Learn More](#)

### How to Get Involved

## **We need as many people as possible to spread the word about Ageism Awareness Day. Here are some ideas for how you can get involved.**

- **Spread awareness** of Ageism Awareness Day to your email lists and social media networks. Use our [Social Media & Email Toolkit](#) for inspiration and sample posts.
- **Share facts about ageism** that are relevant to your audience. Follow ASA as we post facts, or for inspiration, read our [fact sheet](#).
- **Share stories** to shed light on ways we can be more age-inclusive in our lives and careers. Amplify your impact by reaching out to influencers.
- **Reach out to local media, and government officials** using our [press release template](#) and [sample proclamation](#).
- **Looking for other ideas?**
  - Lead a discussion group about a film or book about ageism with your friends and colleagues.
  - Volunteer to speak to local community or religious organizations about ageism.
  - Reach out to an ageism expert and ask them to speak to your group.
  - Check with a local university or contact ASA for an expert.
  - Follow ASA for inspiration!
    - Facebook: [facebook.com/asaging](https://facebook.com/asaging)
    - LinkedIn: [linkedin.com/company/american-society-on-aging](https://linkedin.com/company/american-society-on-aging)
    - Twitter/X: [twitter.com/asaging](https://twitter.com/asaging)
    - Instagram: [instagram.com/asaging](https://instagram.com/asaging)

### **On Oct. 9, take action!**

- **Be a role model for aging** by having meaningful conversations about age to help spark change and combat age stereotypes.
- **Share your Ageism Awareness Day activities** with your network, including events you held before Ageism Awareness Day, so ASA and others can spread the news.
- **Be active on social media** and like, comment and share posts about Ageism Awareness Day.
- **Make sure to tag @asaging** and use the hashtags: #AgeismAwarenessDay and #TalkAboutAgeism so others can find you!

## **Resources**

### **Explore helpful resources to promote Ageism Awareness Day:**



Please note, the Press Release Template and Sample Proclamation Template are direct download documents. If you are having trouble accessing them via email, visit our [website](#) to download a copy.

## Events



## Ending Ageism Together

**Wednesday, October 9**  
**1–2 PM Eastern | 10–11 AM Pacific**

For Ageism Awareness Day, anti-ageism activist and age-inclusion expert Janine Vanderburg will deliver a special presentation for ASA. Ageism is rampant, in ourselves, our work, our organizations and our policies. And we know it has extraordinarily negative effects on economic opportunity, health, social connection and community, as well as on our ability to reach and successfully serve older adults. The good news is we can do something about it. [Sign up for this event to learn more about ending ageism!](#)

**This live workshop is FREE for ASA Members! The non-member rate is \$150.** A yearly [ASA membership](#) is \$275 for individuals and \$100 for retired professionals & students. ASA also offers [Organizational Memberships](#). Learn more about membership [here](#).

[Register Now](#)



[Unsubscribe](#)

AMERICAN SOCIETY ON AGING  
548 Market Street, PMB 85589, San Francisco, CA 94104



## Ageism Fact Sheet

Compiled by the ASA Ageism & Culture Advisory Council

### I. Defining Ageism

Ageism refers to stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) toward others or oneself based on [age](#).

Ageism shows up in many ways, including:

- **Internalized ageism:** How we feel about ourselves as aging people; and ageism in which older adults marginalize and discriminate against other older [people](#).
- **Implicit ageism:** The unconscious bias that includes attitudes, feelings and behaviors toward people of other age groups that operates without conscious awareness or [intention](#).
- **Interpersonal ageism:** Ageist comments and behavior that happen between people when they interact. This can be implicit and unconscious or conscious. This may be negative, but can also come from positive intent, but still be based on stereotypes.
  - **Benevolent ageism:** Patronizing, paternalistic beliefs or behaviors that older people need to be protected, because they are no longer able to make decisions for [themselves](#).
  - An example of benevolent ageism is **Elderspeak**. This is when an older adult is addressed as if they can't make decisions on their own. People may speak in a higher pitch and speak more slowly, with simple words, as if speaking to a child.
- **Cultural ageism:** The everyday, invisible, profoundly ingrained and normalized negative messages about aging and old people embedded in movies, TV, songs, jokes, [etc](#).

- **Institutional ageism:** Unfair age-based restrictions in laws, policies, and practices of public and private [institutions](#).
- Ageism is one of the most widespread and socially accepted forms of [prejudice](#).
- Ageism can impact us [at any age](#). Ageism happens whenever we rely on stereotypes about someone because of their age. We are affected whether we face discrimination ourselves or it impacts those we care about and support.
- Stereotypes about age are often internalized at a young age. Even by age 3, children are familiar with age stereotypes, which are then reinforced over their [lifetimes](#).
- A [2020 poll](#) found that 82% of adults ages 50–80 experience ageism daily. Those experiencing multiple forms of ageism are more likely to have chronic health conditions and depression.

## II. How Ageism Harms Us

- Ageism intersects and exacerbates all the other “isms,” including racism, sexism and ableism. Multiple intersecting forms of bias compound disadvantages and worsen the effects of ageism on individuals' health and [well-being](#).
- Older individuals with more positive self-perceptions of aging live 7.5 years longer than those with a less positive perception of [aging](#). Also, higher optimism has been associated with a more positive self-perception of aging, which can lead to positive health [consequences](#).
- “The single most important factor in determining longevity—more important than gender, income, social background, loneliness or functional health—is how people think about and approach the [idea of old age](#).” Dr. Becca Levy
- Ageism harms our financial well-being. Older workers face longer periods of unemployment, discrimination during the hiring process, and fewer professional development [opportunities](#).

- Ageism harms our economy:
  - AARP estimated \$850 billion in lost gains to the Gross Domestic Product (GDP) as a result of involuntary retirement, underemployment, and unemployment among older [workers](#).
  - Levy and colleagues (2020) estimated that ageism caused \$63 billion in healthcare costs in just one [year](#).
- Ageism intersects with, and [exacerbates](#), other discriminatory “isms,” like racism.

### III. Where Ageism Shows Up

- “Ageism in American medicine and society is a matter of life and death, as dangerous as any incorrectly prescribed medicine or slipped scalpel. These negative stereotypes often result in less effective care, like denial of treatment options, underdiagnosis of depression, and mismanaged [pain](#).”
- Ageism in the media remains pervasive. One study found that only 1.5% of characters on television in the United States were older people and most of them had minor roles and were often portrayed for comic effect, drawing on stereotypes of physical, cognitive and sexual [ineffectiveness](#).
- In the [media](#), older adults are under-represented and more often portrayed using [negative stereotypes](#).
- Ageism in marketing and advertising is just as bad. “Only an estimated 5% to 10% of marketing budgets are devoted to winning them [people older than 50] over. Only 5% of advertising images of people over 50 show them using technology, and even then it's usually a younger person teaching an older person how to use a [device](#).”
- Older influencers are racking up big numbers on TikTok and other accounts—7.3 million followers for four gay men in their 70s, 14 million for a TikTok chef, and audiences view them as authentic and to be [trusted](#).
- Caregivers have started using social media to form peer support groups and normalize the caregiving experience using #dementia and #caregiving to build their [communities](#). At least 73% of people ages 50–64

use at least one social media site, and 45% of those older than age 65 do the same. However, older adult use of TikTok and Instagram still lags behind Facebook and [YouTube](#). Only 26% of people ages 55 and older follow any virtual [influencers](#).

#### IV: **Ageism in Healthcare**

- Older adults are not included in clinical trials and less likely receive preventive [care](#).
- “It was found that the 1-year cost of ageism was [\\$63 billion](#), or one of every seven dollars spent on the 8 health conditions (15.4%), after adjusting for age and sex as well as removing overlapping costs from the three predictors.”
- Ageism negatively impacts how older adults seek & receive care. Older adults who accept that depression, fatigue, and chronic pain are normal parts of aging may not seek medical [attention](#).
- Pain is consistently undertreated in older adults in some areas and overtreated in others, including testing & procedures that [lack benefit](#).
- “Medication-related problems are estimated to be one of the [top five causes of death in that age group](#) [older adults], and a major cause of confusion, depression, falls, disability, and loss of independence.”
- “One out of five adults over the age of 50 years experiences discrimination in [healthcare settings](#). One in 17 experience frequent [healthcare discrimination](#), and this is associated with new or worsened disability by 4 years.”
- People aged 60 years and older who experienced ageism were more likely to have [poorer mental health](#) than those who did not perceive or experience ageism.
- Research also found that experiences or perceptions of ageism or age discrimination were associated with an [increase in stress and anxiety](#).

- Many healthcare providers and older adults assume that certain things like depression, fatigue and pain are normal parts of aging, leading to a lack of [treatment](#) for addressable issues.
- Healthcare for older adults isn't adequately funded or compensated, and is not valued as a profession:
  - The average salary for a geriatrician is \$233,564, whereas anesthesiologists are paid twice that and cardiologists and radiologists' salaries top [\\$500,000](#).
  - Geriatricians care for patients requiring more time and resources than average Medicare beneficiaries, yet [reimbursement](#) is not [increased](#).
  - By 2025, the United States will need about 33,200 geriatricians to care for older patients, but currently, only 50% of geriatricians practice [full-time](#). More than a third of 384 available slots for graduate fellowships in geriatrics—excluding geriatric psychiatry—went unfilled in [2019](#).
- Less than 1% of grant funds go to causes [related](#) to [age](#).
- It is presumed that ageism is a causal factor for elder mistreatment, but there is little research to prove this connection, and limited empirical research connecting the [two](#).
  - Approximately 1 in 10 Americans ages 60 and older have experienced some form of elder [abuse](#); but only 1 in 24 cases are reported to [authorities](#).
  - In about 60% of elder abuse and neglect incidences, the perpetrator is a family [member](#).
  - Elder financial abuse and fraud costs to older Americans range from [\\$2.9 billion](#) to [\\$36.5 billion](#).

## V: Ageism in the Workforce

- The labor force participation rate of individuals aged 55 and above has been steadily increasing, reaching a [projected 25% in 2024](#).

- 64% of older workers believe that they face age discrimination and 41% report experiencing ageism in their [workplace](#).
- The economic [cost of age discrimination](#) against older workers was estimated to cost \$850 billion USD in lost GDP in 2018. This is from factors like the inability to find work and earn promotions.
- Companies and organizations can gain a competitive advantage from [multigenerational workforces](#).
- Age diversity is rarely included [in workplace initiatives](#). However, addressing age equity increases [worker's feelings of belonging and productivity](#).

## Ageism Awareness Day Proclamation Template

A Proclamation by the (Governor, Mayor, City Council, etc.)

**Whereas**, Ageism refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) toward others based on age; and

**Whereas**, there are an estimated \_\_\_\_\_ older adults in (state, county, city, etc.) over the age of sixty who are impacted by ageism; and

**Whereas**, ageism toward older adults affects their health and longevity, financial well-being and the economy of (state, county, city, etc.); and

**Whereas**, preventing ageism in education, employment, housing, culture, and healthcare will benefit all; and

**Whereas**, recognizing that it is up to all of us to ensure that older adults are respected and portrayed as capable, competent, effective, and valued in all areas of society; and

**Whereas**, ageism awareness and preventing ageism is beneficial to all citizens of (state, county, city, etc.) by improving quality of life within (state, county, city, etc.),

**NOW, THEREFORE**, (I or We), (i.e. GOVERNOR OF THE STATE, etc.) do hereby proclaim October 9th, 2025, as AGEISM AWARENESS DAY IN (state, county, city, etc.).

  
**VILLAGE OF**  
**McFarland**  
**SUMMARY SHEET**

**MEETING DATE:** Monday, August 18, 2025

**SECTION:** Business

**DEPARTMENT:** Administration

**CONTACT:** Krystal Johnson, DEI Strategist

**AGENDA ITEM:** Approval of the Diversity, Equity and Inclusion Committee Purpose Statement [charge/mission]

**PREVIOUS ACTION:**

**ISSUE SUMMARY:**

The committee is considering the formal adoption of a Purpose Statement. This statement will define the committee's purpose and help ensure that its work is focused, consistent and aligned with community and government needs. Approval of the Purpose Statement will provide a clear foundation for decision-making and collaboration.

**FINANCIAL/BUDGET IMPACT:**

\$0.00

**VILLAGE PLAN REFERENCE:**

N/A

**ORDINANCE REFERENCE:**

2-461 Diversity, Equity and Inclusion Committee

**BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:**

Motion to approve the proposed committee Purpose statement.

**ATTACHMENTS:**

1. Purpose Statement

Village of McFarland

# **Approval of the Diversity, Equity and Inclusion Committee Purpose Statement [charge/mission]**

## Presentation and review of Diversity, Equity & Inclusion committee charge/mission drafts

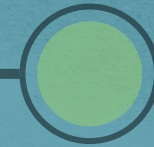
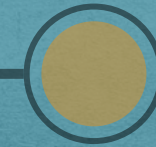
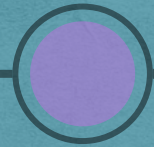
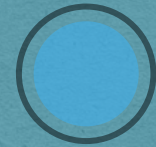
**Purpose:** This charge/mission will serve as the foundation for explaining the committee's focus and shaping the committee's work both current and future. This charge/mission is a recommendation to have language that supports the work of the Village and the Committee

### **Background:**

DEI committee participated in an exercise using the GARE framework. The committee was asked to think of 1-2 words based on the following questions.

1. Visualize: What do you see this committee doing?
2. Normalize: What can this committee do to normalize the urgency of problems and prioritize diversity, equity and inclusion?
3. Organize: What can this committee do to organize internally and externally?
4. Operationalize: What tools or resources are needed to push the work of the committee forward?

# DRAFT ELIMINATION



## Draft A

We ask important questions, have honest conversations, and help people trust their government. (RL – 5)

We reflect on current practices, identify gaps, and recommend bold, lasting improvements. (RL-8)

## Draft B

We ask important questions, have honest conversations, and help people trust their government. (RL-5)

We ask tough questions, encourage honest dialogue, and help build trust between government and the people it serves. (RL – 8)

## Draft C

We work with people and groups in the community to help the government listen and be more fair to everyone. (RL – 5)

We build partnerships with community members and organizations to make government more responsive and fair. (RL-8)

## Draft D

We do what's right, listen closely to others, and work quickly to help the government serve all people, not just a few. (RL-5)

We lead with integrity, listen with care, and act with urgency to make government truly serve everyone. (RL-8)



## PURPOSE STATEMENT

### Options Reading Level 5 and 8

We ask important questions and have honest talks to build strong relationships with people in our community, local groups and the government. By doing this, we share our knowledge to help make lasting improvements in our community (RL-5)

We ask important questions, have honest conversations to build partnerships with community members, organizations and government. Through this action we provide expertise in making lasting improvements for our community. (RL – 8)

  
**McFarland**  
**SUMMARY SHEET**

**MEETING DATE:** Monday, August 18, 2025

**SECTION:** Business

**DEPARTMENT:** Administration

**CONTACT:** Krystal Johnson, DEI Strategist

**AGENDA ITEM:** Equity in Events: Decision-Making Guide Application Exercise

**PREVIOUS ACTION:**

The DEI committee approved the usage of a decision making guide, with the recommendation that the committee train on how to use the framework before its first official use.

**ISSUE SUMMARY:**

During the July 18th, 2025 meeting the committee was introduced to a new framework designed to guide inclusive decision-making in events.

The committee will conduct a mock run-through to practice applying the framework in real-world contexts. Committee members will work through two distinct scenarios using both provided guides to evaluate the framework's effectiveness and usability.

The goal is to identify strengths, gaps and opportunities for refinement.

scenarios A and B are fictional:

**Scenario A:** Community Organization ABC has asked the DEI committee to partner with their annual Literacy event.

Purpose of event: Increase literacy awareness within Dane County

Committee Role: Unknown

Cost: Shared

Location: Park

**Scenario B:** Community Organization XYZ has asked the DEI committee to financially support their annual multi cultural event.

Purpose of event: Celebrate McFarland's Diversity in people

Committee Role: Volunteer as needed

Cost: Shared

Location: Municipal Center

**Scenario C:** Committee participation in the McFarland Community Festival

Purpose of event: Celebrate McFarland community

Committee Role: Information Table

Cost: DEI Committee



Location: Municipal Center

**Application of framework**

1. Select the appropriate guide
2. Determine how much of the mindset restart needs to be applied before working on the guide.
3. Work through each step, skip parts when needed.

**FINANCIAL/BUDGET IMPACT:**

**VILLAGE PLAN REFERENCE:**

**ORDINANCE REFERENCE:**

**BOARD, COMMISSION OR COMMITTEE RECOMMENDATION:**

**ATTACHMENTS:**

1. Guide\_Reference\_Sheet
2. Equity in Events Application Exercise
3. Mindset Restart\_Best Practices\_Equity in Events
4. Equity in Events\_Scoring Tool\_Checklist\_Revised

## Equity in Events: Decision Making Guide Reference Sheet

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### Purpose of the Guide

This guide is designed to support the committee's goals of promoting education and awareness around diversity, equity, and inclusion, as well as thoughtful event planning. By providing a consistent toolkit, it helps ensure that decisions are made with equity in mind and that all events supported by the Village are welcoming and inclusive. It also serves as a foundation for future committees to build upon, supporting long-term alignment with Village goals.

### How to Use This Guide

Use this document as a practical tool to help you navigate the guide and apply its principles. It will walk you through each section and show you how to put the framework into action.

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### Pework: Mindset Reset

This guide encourages a mindset shift that helps us use methods and best practices to support equitable decision-making in event planning and selection. The best five-step practices outlined here are designed to prepare participants to approach their research, questions, and decisions with clarity and consistency, ensuring fairness and inclusion throughout the process.

### Mindset Reset

- a) DEIAB Pillars
  - a. Each pillar focuses on an area on DEIA that fosters belonging, which is the end results of application of DEIA principles. By applying theme filters to each pillar participants are resetting their mindset from event to event.
- b) Belonging in application
  - a. Belonging is a result of applied principles of DEIA, and it requires components of application to support mindset shifts.
- c) Equity to the Forefront
  - a. When planning, designing or organizing an event, it requires using multiple forms of communication to ensure equitable decision making. Using questions, feedback, intentionality and ensuring buy in is bringing equity to the forefront for event decision making.
- d) Universal Design and Resources
  - a. Using an universal design that is centered in equitable decision-making supports

participants with decision making. Universal design encompasses several facets of equity that is often shifted during the even planning phase.

- e) Using Equity tools throughout planning
  - a. Decision making through an equitable lens requires using tools and resources. Tools and checklist answer various questions that centered equity.

## Equity in Events: Decision Making Guide

### Checklist

There are 9 checklists that can be utilized when deciding whether to plan, support or fund an event. These checklists are designed to condense questions, processes and or support planning/decision making. Each checklist is designed to address components of diversity, equity, inclusion, accessibility and belonging.

### Scoring Tool

The scoring tool offers a metric-based approach to decision-making, with a maximum score of 20 points. It serves as a collaborative resource, giving participants clear, quantitative support for their decisions.

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## Definitions: (will discuss any additional definitions staff missed)

Theme filter - allows users to filter options based on specific criteria within a process or application.

Universal Design - universal design (UD), according to the Center for Universal Design, “is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design”

DEIA – Diversity, Equity, Inclusion, Accessibility.

- Diversity: Diversity means having different kinds of people in a group. One person isn't diverse, but they are special. Diversity is about the whole group and how people are different from each other. A team, a company, a family, a neighborhood, and a community can all be diverse. A person can bring different ideas, experiences, and qualities to a team, but they are still their own person.
- Equity: Equity means making sure everyone gets what they need to be successful. It's different from equality, which means treating everyone the same. Equity is about being fair and giving people the help they need based on their unique situations. It focuses on removing obstacles that have stopped some groups of people from fully participating.
- Inclusion: Inclusion means making sure everyone has a chance to join in and be part of

a group. It's not something that just happens because there are different kinds of people. We have to work hard and keep trying to make sure everyone feels welcome and important. Inclusion is about showing that everyone is a valued member of the team, organization, or community. We do this by always trying to include and share with others.

- **Accessibility**: Accessibility means being able to use things easily and effectively, no matter what your abilities are. It's about making sure everyone can interact with products, services, and information in a meaningful way.
  - o Here are some examples:
    - **Access**: You can find the building. **Accessibility**: There is a ramp to get into the building.
    - **Access**: You can visit the website. **Accessibility**: The website works well with screen readers.
    - **Access**: You can find a person to talk to. **Accessibility**: You can communicate with the person using an interpreter

**Toolkit** – a personal set of resources, abilities or skills. Used for making, repairing or managing something.

**Mindset** – An equity mindset is a balance between being assertive and helpful. When you have an equity mindset, you tend to assert your needs while responding to others' needs.

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## Think Universal Design –

Adopt the following Universal Design principles established by the Center for Universal Design to guide your design, planning, and organizing:

- ***Equitable use***. The design is useful and marketable to people with diverse abilities. For example, an event footprint designed so that it is accessible to everyone, including people who are blind or with limited vision.
- ***Flexibility in use***. The design accommodates a wide range of individual preferences and abilities. For example, an event that allows an audience member to choose to read or listen to a description of the contents.
- ***Simple and intuitive***. Use of the design is easy to understand, regardless of the individual's experience, knowledge, language, skills, or current concentration level. For example, equipment with control buttons with universal symbols or language.
- ***Perceptible information***. The design communicates necessary information effectively to the individual, regardless of ambient conditions or the individual's sensory abilities. For example, ensuring interpreter or translation services are available in addition to video captioning.

- *Tolerance for error.* The design minimizes hazards and the adverse consequences of accidental or unintended actions. For example, emergency management services are readily available in one easy-to-access or multiple locations.
- *Low physical effort.* The design can be used efficiently and comfortably, and with a minimum fatigue. For example, doors that automatically open or accessible ramps.
- *Size and space for approach and use.* The design provides size and space for approach, reach, manipulation, and use, regardless of the individual's body size, posture, or mobility. For example, accessible seating.

## Application of Universal Design

- Making a product or an environment accessible to people with disabilities often benefits others.
- The process of UD requires a macro view of the application being considered as well as a micro view of subparts of the application.
- UD can be used in many different applications

## Process of application:

1. Identify the application. Specify the product or environment to which you wish to apply universal design.
2. Define the universe. Describe the overall population (e.g., users of service), and then describe the diverse characteristics of potential members of the population for which the application is designed (e.g., students, faculty, and staff with diverse characteristics with respect to gender; age; size; ethnicity and race; native language; learning style; and abilities to see, hear, manipulate objects, read, and communicate).
3. Involve consumers. Consider and involve people with diverse characteristics (as identified in Step 2) in all phases of the development, implementation, and evaluation of the application. Also gain perspectives through diversity programs, such as the campus disability services office.
4. Adopt guidelines or standards. Create or select existing universal design guidelines/standards. Integrate them with other best practices within the field of specific application.
5. Apply guidelines or standards. Apply universal design in concert with best practices within the field, as identified in Step 4, to the overall design of the application, all subcomponents of the application, and all ongoing operations (e.g., procurement

processes, staff training) to maximize the benefit of the application to individuals with the wide variety of characteristics identified in Step.

6. Plan for accommodations. Develop processes to address accommodation requests (e.g., purchase of assistive technology, arrangement for sign language interpreters) from individuals for whom the design of the application does not automatically provide access.
7. Train and support. Tailor and deliver ongoing training and support to stakeholders (e.g., instructors, computer support staff, procurement officers, volunteers). Share institutional goals with respect to diversity and inclusion and practices for ensuring welcoming, accessible, and inclusive experiences for everyone.
8. Evaluate. Include universal design measures in periodic evaluations of the application, evaluate the application with a diverse group of users, and make modification.

## **Principles of Universal Design**

1. Equitable use. The design is useful and marketable to people with diverse abilities. For example, a website that is designed to be accessible to everyone, including people who are blind, employs this principle.
2. Flexibility in use. The design accommodates a wide range of individual preferences and abilities. An example is a museum that allows visitors to choose to read or listen to the description of the contents of a display case.
3. Simple and intuitive. Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. Science lab equipment with clear and intuitive control buttons is an example of an application of this principle.
4. Perceptible information. The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. An example of this principle is captioned television programming projected in noisy restaurants.
5. Tolerance for error. The design minimizes hazards and the adverse consequences of accidental or unintended actions. An example of a product applying this principle is

software applications that provide guidance when the user makes an inappropriate selection.

6. Low physical effort. The design can be used efficiently, comfortably, and with a minimum of fatigue. Doors that open automatically for people with a wide variety of physical characteristics demonstrate the application of this principle.
  
7. Size and space for approach and use. Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. A flexible work area designed for use by employees with a variety of physical characteristics and abilities is an example of applying this principle

Village of McFarland

# Equity in Events: Decision-Making Guide

## Application Exercise

# Equity in Events: Decision Making Guide

(official name undetermined)

**Purpose:** This guide is designed to support the committee goals of promoting education and awareness around diversity, equity, and inclusion, as well as thoughtful event planning.

## Toolkit promotes:

- Consistency in decision making - aligning with the Village goal of welcoming and inclusive spaces
- resources that support evaluating events
- Foundation for future committee's

## Background:

The guide acts as a support to uniformity for events that the DEI committee either:

- Plan (Village event planned by the DE committee or staff)
- Volunteer (Any Village or community event that committee members are participating in)
- Support (Any Village or community event that the requires funding from the DEI committee or DEI committee's recommendation.

# Equity in Events: Decision Making Guide

(official name undetermined)

## Steps for the application of the guide:

1. Use reference sheet to support going through the Equity in Events: Decision Making Guide
2. Prework
  - a. Mindset Restart
    - i. Purpose: Approaching research, questions and decisions with clarity and consistency ensuring fairness and inclusion throughout the process
3. Select you preferred guide
  - a. Inclusive Planning Guide
  - b. Events Decision Making Scoring Tool
4. Utilize research and resources gained from the Mindset Reset to support decision making

# Scenario A

fictional

**Scenario:** Community Organization ABC has asked the DEI committee to partner with their annual Literacy event.

- Purpose of event: Increase literacy awareness within Dane County
- Committee Role: Unknown
- Cost: Shared
- Location: Park

## Application of framework

1. Select the appropriate guide
2. Determine how much of the mindset restart needs to be applied before working on the guide.
3. Work through each step, skip parts when needed.

# Scenario B

fictional

**Scenario:** Community Organization XYZ has asked the DEI committee to financially support their annual multi cultural event.

- Purpose of event: Celebrate McFarland's Diversity in people
- Committee Role: Volunteer ad needed
- Cost: Shared
- Location: Municipal Center

## Application of framework

1. Select the appropriate guide
2. Determine how much of the mindset restart needs to be applied before working on the guide.
3. Work through each step, skip parts when needed.

# Scenario C

fictional

**Scenario:** Committee participation in the McFarland Community Festival

- Purpose of event: Celebrate McFarland community
- Committee Role: Information Table
- Cost: DEI Committee
- Location: Municipal Center

## Application of framework

1. Select the appropriate guide
2. Determine how much of the mindset restart needs to be applied before working on the guide.
3. Work through each step, skip parts when needed.

Area of Request	Factors under consideration	Score (From 1-5)
<p>Accessibility &amp; Residents First</p>	<p><b>The extent to which the request:</b></p> <ul style="list-style-type: none"> <li>• Is Free or low cost to attend - relative to event or services offered.</li> <li>• Is open to the public or serve the public benefit.</li> <li>• Has clear expectations and roles for the Village, host, sponsor(s) and others.</li> <li>• Puts residents first: located in Village of McFarland or serves village residents</li> </ul>	<div style="border: 1px solid black; height: 138px;"></div>
<p>Equity</p>	<p><b>The extent to which the request:</b></p> <ul style="list-style-type: none"> <li>• Focuses on underserved residents and/or groups experiencing disparities.</li> <li>• Promotes civic engagement, community engagement, sharing power with community and/or upward mobility of residents.</li> <li>• Meets an identified gap or fulfills an existing need in department or the Village.</li> </ul>	<div style="border: 1px solid black; height: 138px;"></div>
<p>Alignment with Values &amp; Priorities</p>	<p><b>The extent to which the request:</b></p> <ul style="list-style-type: none"> <li>• Is aligned with the department’s goals and priorities.</li> <li>• Is aligned with Villages mission, vision, goals and values.</li> <li>• Proposes innovative ideas or offers an opportunity to foster a meaningful relationship with new organizations or community members impacted by Village services (not required in the criteria but encouraged.)</li> <li>• Confirms that it will NOT solely use partnership for donation or fundraising purposes.</li> <li>• Confirms that it will NOT include campaign activities or serve political purposes.</li> </ul>	<div style="border: 1px solid black; height: 138px;"></div>
<p>Accessibility &amp; Residents First</p>	<p><b>The extent to which the request:</b></p> <ul style="list-style-type: none"> <li>• Is Free or low cost to attend - relative to event or services offered.</li> <li>• Is open to the public or serve the public benefit.</li> <li>• Has clear expectations and roles for the Village, host, sponsor(s) and others.</li> <li>• Puts residents first: located in Village of McFarland or serves village residents</li> </ul>	<div style="border: 1px solid black; height: 138px;"></div>

**Organizational Planning**

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- Event organizing team - including board members, staff, and volunteers - reflects the community.
  - Team forms a workgroup/committee to establish equity goals using data.
  - Formal statement surrounding commitment to DEIA is established and shared.
  - Funding opportunities are explored. Budget is allocated for language access services.
- 

**Staff, Volunteer and Vendor Coordination**

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- Staff and vendors are trained on DEIA principles.
  - Event schedule considers diverse needs (prayer times, breaks) of staff.
  - Multiple channels are used to communicate schedule updates (announcements, printed materials, etc)
  - Establish speakers available for language translation as needed.
- 

**Date & Venue/Location**

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- Time and date of event are set with no impact on religious or cultural days of observance.
  - Venue has access accommodations or uses universal design practices
  - Venue staff represents diverse cultures.
  - Location has adequate lighting and safety considerations. Decor is welcoming and non-intrusive.
  - ADA and all gender restrooms are available or provided
  - Access includes clear sidewalks and aiseways.
  - Location for quiet rooms, prayer spaces, and areas for nursing are identified.
-

The Village of McFarland works hard to make fair decisions for everyone. This form helps with asking for and planning events. These events are created, planned, or hosted by the Village of McFarland's Diversity, Equity, and Inclusion Committee. If you want to use Village resources for free or at a lower cost, the event must match the Village's mission, goals, and values, as approved by the Village Board Trustees.

This *scoring tool* helps the Village of McFarland Diversity, Equity, and Inclusion Committee decide which events to support and how to best use their limited resources. It looks at four main parts: making sure events are easy for everyone to join and put residents first, checking if the event matches the Village's values and goals, making sure it supports fairness, and seeing if the Village has enough staff and time to help.

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### Scoring

To use this *Equity in Events: Decision-Making Scoring Tool*, score each area of the request on a scale from one to five.

- 1 = Area of request does not meet any factors under consideration
- 2 = Area of request a few (less than half) of the factors of consideration.
- 3 = Area of request meets about half of the factors under consideration.
- 4 = Area of request meets most (more than half) of the factors under consideration
- 5 = Area of request meets all the factors under consideration

**Results:** If any part scores a 1, the request is denied. If scores are between 2 and 4, use the event guide to help make a decision.

Add up the points from all four parts of the request. The highest score you can get is 20 points. To be approved, the total score must be more than 75%. If the score is lower than 75%, the event organizer or staff needs to give more information. This new information can help change the original score.

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Area of Request	Factors under consideration	Score (From 1-5)
<p>Accessibility &amp; Residents First</p>	<p><b>The extent to which the request:</b></p> <ul style="list-style-type: none"> <li>• Is Free or low cost to attend - relative to event or services offered.</li> <li>• Is open to the public or serve the public benefit.</li> <li>• Has clear expectations and roles for the Village, host, sponsor(s) and others.</li> <li>• Puts residents first: located in Village of McFarland or serves village residents</li> </ul>	<div style="border: 1px solid black; height: 138px;"></div>
<p>Equity</p>	<p><b>The extent to which the request:</b></p> <ul style="list-style-type: none"> <li>• Focuses on underserved residents and/or groups experiencing disparities.</li> <li>• Promotes civic engagement, community engagement, sharing power with community and/or upward mobility of residents.</li> <li>• Meets an identified gap or fulfills an existing need in department or the Village.</li> </ul>	<div style="border: 1px solid black; height: 138px;"></div>
<p>Accessibility &amp; Residents First</p>	<p><b>The extent to which the request:</b></p> <ul style="list-style-type: none"> <li>• Is Free or low cost to attend - relative to event or services offered.</li> <li>• Is open to the public or serve the public benefit.</li> <li>• Has clear expectations and roles for the Village, host, sponsor(s) and others.</li> <li>• Puts residents first: located in Village of McFarland or serves village residents</li> </ul>	<div style="border: 1px solid black; height: 138px;"></div>
<p>Alignment with Values &amp; Priorities</p>	<p><b>The extent to which the request:</b></p> <ul style="list-style-type: none"> <li>• Is aligned with the department’s goals and priorities.</li> <li>• Is aligned with Villages mission, vision, goals and values.</li> <li>• Proposes innovative ideas or offers an opportunity to foster a meaningful relationship with new organizations or community members impacted by Village services (not required in the criteria but encouraged.)</li> <li>• Confirms that it will NOT solely use partnership for donation or fundraising purposes.</li> <li>• Confirms that it will NOT include campaign activities or serve political purposes.</li> </ul>	<div style="border: 1px solid black; height: 138px;"></div>

**Organizational Planning**

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- Event organizing team - including board members, staff, and volunteers - reflects the community.
  - Team forms a workgroup/committee to establish equity goals using data.
  - Formal statement surrounding commitment to DEIA is established and shared.
  - Funding opportunities are explored. Budget is allocated for language access services.
- 

**Staff, Volunteer and Vendor Coordination**

---

- Staff and vendors are trained on DEIA principles.
  - Event schedule considers diverse needs (prayer times, breaks) of staff.
  - Multiple channels are used to communicate schedule updates (announcements, printed materials, etc)
  - Establish speakers available for language translation as needed.
- 

**Date & Venue/Location**

---

- Time and date of event are set with no impact on religious or cultural days of observance.
  - Venue has access accommodations or uses universal design practices
  - Venue staff represents diverse cultures.
  - Location has adequate lighting and safety considerations. Decor is welcoming and non-intrusive.
  - ADA and all gender restrooms are available or provided
  - Access includes clear sidewalks and aisleways.
  - Location for quiet rooms, prayer spaces, and areas for nursing are identified.
- 

**Notes**

**Mindful Marketing**

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- Event promotion and invitation target a diverse range of attendees and are distributed in multiple languages.
  - Posters, flyers, and digital communications are made with attention to fonts and color contrast.
  - Registration forms provide open opportunity to request accommodations for language, dietary and accessibility needs.
  - Access to language services is in all marketing materials.
  - Website meets accessibility requirements.
- 

**Language Access**

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- A point person has been assigned to coordinate language access.
  - Individuals with limited English proficiency have access to "I speak cards"
  - ASL Interpreters are hired, and seating has been reserved. As needed
  - Website, registration, surveys, and feedback forms are on platforms that offer translation for multiple languages.
  - Visuals are in large print and printed copies have been made. Video captioning is provided
- 

**Catering**

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- Catering includes options for your population that feel welcoming and inclusive.
- Clearly identified labels are created for any buffet-style meals.
- Diverse locally owned caterers are considered for your event.

**Notes**

**Transportation & Parking**

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- Accessible transportation options are available for people with disabilities.
  - Accessible parking and clear signage is available.
  - Additional transportation options that cater to diverse communities and languages are available.
  - Parking and Transportation plans ensure regular riders aren't displaced.
- 

**Diverse Vendors & Suppliers**

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- Vendors, entertainment, presenters represent diverse backgrounds.
  - Vendor contracts include DEIA expectations (set forth by committee or organizers)
  - Vendors' staff are provided training and understand the equity goals of the event and its organizers
- 

**Equipment & Rentals**

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- Equipment such as stages and seating are accessible for all people types.
  - Inclusive technology such as assistive listening devices, captioning services, and other technologies are available through the venue or rented.
- 

**Signage & Wayfinding**

- Signage is in multiple languages reflective of the audience.
- signs are in large print, braille, and use clear icons that are culturally appropriate and inclusive.
- Universally accepted symbols/imagery are used to communicate across language boundaries.

**Notes**

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### **Registration/Ticketing and Check-In**

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- Registration/check-in areas are accessible to all attendees including clear visible instructions
  - Staff or volunteers can assist with registration in multiple languages.
  - Consideration has been given to providing free registrations or admission to eliminate a barrier to participation.
- 

### **Feedback**

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- Attendees can provide real-time feedback on the event experience (through information booths, canvassing, concierge stations, QR code, etc.)
  - Post event surveys have been created in multiple formats and languages or available through an accessible online website.
  - Demographic data is collected at event. Attendees are given background information on why the data is being collected and how it will be used for future planning.
  - Attendance tracking methods are identified.
  - Review results. Did you achieve your goals? Assess and make adjustments (if necessary) for future events.
- 

### **Notes**