



## Museums for America

Sample Application MA-253527-OMS-23  
Project Category: Lifelong Learning

### National Building Museum

Amount awarded by IMLS:	\$249,590
Amount of cost share:	\$277,852

The National Building Museum will implement and evaluate a variety of educational experiences as part of an upcoming exhibition to deepen engagement with literacy skills among K-3 grade children. The experiences include an exhibition “sketchbook” for writing and drawing exercises; hands-on language and creative building activities throughout the exhibition; curated field trip experiences; and a community reading program for kids and their caretakers. In consultation with advisors, the team will incorporate community feedback into the exhibits, fabricate and install the components, and hire and train educators to lead the experiences. As a result, other museums will have access to a model for museum resources that can help children recover from the pandemic, close achievement gaps between low-income and high-income students, and foster critical reading and literacy skills among early learners.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion
- Digital Product Plan
- Performance Measurement Plan

When preparing an application for the next deadline, be sure to follow the instructions in the current Notice of Funding Opportunity for the grant program and project category to which you are applying.



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## **Project Justification**

Reading proficiency by third grade is the most important predictor of high school graduation and career success. Yet every year, more than 80 percent of low-income children miss this crucial milestone (The Annie E. Casey Foundation 2013). On top of that, recent reports confirm that the fallout from the COVID-19 pandemic on education is severe, with average reading scores at both fourth and eighth grade down by three points in 2022 compared to 2019 (National Assessment of Educational Progress 2022). More distressing, test-score gaps between students in low-poverty and high-poverty elementary schools grew by approximately 15% in reading (Kuhfeld 2022). Moving forward, addressing these achievement gaps will require a holistic community-based approach, with museums and libraries as essential to providing additional learning opportunities outside of the classroom to help kids, especially in under resourced communities, catch up.

To that end, in November 2023, the National Building Museum is opening a new exhibition called *Building Stories*, which will explore the world of architecture, engineering, construction, and design through the pages of classic and contemporary works of children’s literature. Geared toward an intergenerational audience, with special attention paid to K-3 grade children and their parents and caregivers, the exhibition’s delightful content and experiential design—from immersive storytelling, skill building activities, and contemplative book nooks—will provide an important space in our nation’s capital for informal learning. And by utilizing the enticing lens of building and tinkering combined with exploring real and fantastical built worlds, *Building Stories* can engage young children with reading in a unique and play-based way.

To more fully leverage the *Building Stories* exhibition to deepen engagement with reading and other literacy skills among K-3 grade students, the Museum respectfully requests \$250,000 from the Institute of Museum and Library Services to implement and evaluate a variety of educational experiences. These interactivities, both within and without the exhibition, will include: 1) an exhibition “sketchbook” for writing and drawing exercises; 2) hands-on language and creative building activities throughout the exhibition; 3) curated field trip experiences for K-3 grade school groups; and 4) community reading program for kids and their caretakers. These experiences will provide year-round informal learning opportunities for early elementary school children—increasing capacity in our nation’s capital for early learning networks and supporting development of reading, writing, and other literacy skills. And by partnering with the District of Columbia Public Library for these initiatives, the Museum can expand its reach with these educational offerings and particularly increase access to reading and books in underrepresented communities.

This project closely aligns with multiple goals of IMLS’s Lifelong Learning category, and resonates deeply with IMLS Director Crosby Kemper’s strategic directive to advance various literacies, “but always remembering that the fundamental literacy is reading.” The *Building Stories* exhibition interactivities and community-focused programming supports continuous learning for all ages, and the inclusive content and play-based design of the activities will accommodate audiences across a range of social, economic, and cultural backgrounds and learning styles. By combining the immersive nature of children’s literature with the hands-on exploration of building and construction, this project deepens engagement with the content and skills in play-based and unique ways and promotes early learning and literacy. And the project’s community-focused, out-of-school programs will target underserved communities to advance equitable cultural literacy. All told, this project answers Kemper’s call for cultural and educational institutions to unite in “the war on illiteracy.”

*Building Stories* is the first, new long-term exhibition to be mounted by the Museum in over a decade, and will be at the center of the Museum’s rehabilitation and growth. As a result, this project is central to the institution’s strategic goals, helping the Museum strengthen its identity, achieve financial stability, prioritize diverse, equitable, accessible, and inclusive programs, and advance technology to better serve visitors. This project will revamp the Museum’s educational offerings, providing something new for local and visiting families that they



can come back to again and again and showcasing the Museum as a welcoming, dedicated space for children to learn and explore. By leveraging technology to create and enhance innovative interactivities, this project allows for children of different socio-economic backgrounds and learning styles to have a unique, and augmented learning experience outside of school. Lastly, through prioritizing outreach to underserved communities, this project addresses inequities in access to the Museum's offerings and high-quality informal learning opportunities.

### ***Issue Statement***

In the Washington, DC region, the Museum is a trusted and welcoming place with a successful record of exhibitions, summer installations, and programs designed for a variety of audiences to make discoveries, deepen common interests, and connect their natural curiosity to the built environment. A 2015 evaluation conducted by George Washington University graduate students found that the Museum is widely seen and valued as a space for learning through play, and the Museum's content a perfect fit for the essential growth and development of children (Artega 2015 and Supportingdoc3).

*Building Stories* builds upon more than a decade of successful immersive exhibitions and programs at the Museum and aims to advance the institution's strengths as an informal learning space for children and their caregivers (parents, grandparents, teachers, and others). From 2006 to 2019, the *Building Zone* provided an exploratory play gallery for ages 2-6, and was a primary reason for family and caregiver visits. In 2012, the Museum opened *PLAY WORK BUILD* for elementary school kids to construct and de-construct supersized foam blocks, and that ongoing exhibition is still to this day the Museum's most popular offering (welcome 100,000 visitors annually prior to COVID). And the Museum's large-scale, free educational events for the community, such as The Big Build with its hands-on booths featuring construction activities attracts thousands of visitors in one day (including most recently over 4,000 visitors attending The Big Build 2022). This illustrates the demand in our nation's capital for intergenerational, informal learning experiences.

While the planning for *Building Stories* has been ongoing since 2019, the deep impacts of the COVID-19 pandemic, particularly on children and their educational growth, have only increased the urgency for new and innovative educational experiences. Various studies have illustrated that students across the country experienced disrupted learning during the pandemic, and achievement gaps between low-income and high-income students have increased (Dorn 2021). Most recent, in October 2022, the National Center for Education Statistics released its annual "The Nation's Report Card," confirming that the majority of states saw scores decline for fourth and eighth graders in math and reading between 2019 and 2022 (National Assessment of Educational Progress 2022). Of particular note, in Washington, DC, reading scores dropped by eight points for fourth graders (Meckler 2022).

On top of this, cultural institutions like the Museum suffered sharp declines in finances, staffing, and audiences, significantly decreasing access to informal gathering places and out-of-school educational opportunities. The Museum itself recently conducted an audience evaluation, confirming that family audiences decreased during the pandemic with visitors trending older, wealthier, and less diverse. Only 20% of visitors are currently visiting the Museum with children, 20% represent communities of color, and 10% from low-income households. Peer organizations, however, have been able to build back up a more demographically, diverse audience, and this evaluation makes more urgent our commitment to make more equitable our educational offerings and better reach and engage underserved communities (Attract 2022 and Supportingdoc3).

### ***Project description***

Building off of the Museum's history of demand for informal, family-friendly learning experiences, the *Building Stories* exhibition will play a critical role in jumpstarting the institution's educational offerings for



local and visiting families, while addressing learning loss among children and decline in informal learning experiences during the pandemic. With this IMLS proposal, the Museum can further maximize this exhibition to provide an impactful, yet fun, experience that supports early learning and specifically literacy development for K-3 students outside of the classroom while ensuring equitable learning recovery for the Washington, DC area.

*Building Stories* will create a year-round experience of play-based learning that promotes intergenerational interactions and advances the Museum's role in our nation's capital as a destination for children and their caretakers to explore, play, and learn together. Curated by the nation's leading expert on children's books, Leonard Marcus, *Building Stories* will be the first national exhibition to call attention to the built environment's role as an important, and often overlooked, character in children's literature. With immersive and rich sensory landscapes, the exhibition's design will bring to life beloved classics and contemporary stories, and notably uplift the stories of characters, authors, and artists of color who have traditionally been overlooked. Not just an exhibition for kids, historic artifacts, books, and illustrations will further this informed presentation of children's literature to be intellectually appealing for adults. (See *Supportingdoc2* for exhibition walkthrough and floor plan.)

Through this IMLS project, the Museum will implement four educational experiences to augment the exhibition's educational impact and support the development of literacy skills among early elementary school children. These educational experiences will be implemented in the exhibition itself as well as in local communities outside its walls, providing multiple entry points and expanding access to these early learning resources. The four interactives are outlined below.

#### *"Build Your Story" Sketchbook*

The anchoring interactivity of the exhibition will be the "Build Your Story" sketchbook. Visitors will pick up an individual sketchbook that they will carry with them throughout the exhibition, and will include an exhibition map, blank pages for writing and drawing, and educational prompts. Throughout the exhibition, visitors can react to additional prompts and inspiration to create their own story using the sketchbook. This will include a dedicated alcove space for inspiration and creativity—to be designed by David Macaulay a storybook author who is known for breaking apart large-scale structures through illustration—that will feature a larger-than-life sketchbook with drawings, notes, and doodles from children's books illustrators and authors. This site-specific installation will have additional prompts for the visitor and a table to practice sketching and writing. Kiosks throughout the exhibition will enable visitors to scan their work to share it for all to see. This IMLS proposal will allow us to finalize and print the sketchbook, and then evaluate and revise its use and educational prompts.

#### *Hands-on Exhibition Activities*

There has long been a connection between children's books and educational play materials, blending "instruction and delight" to develop literacy and understanding of the world at large (Lange 2018). Commercially manufactured building block sets, an eighteenth-century innovation, were among the world's first educational toys, advancing basic lessons like the alphabet and the role of letterforms as the building blocks of language in addition to concepts of construction and measurement. Leveraging this connection between building, language, and learning, *Building Stories* will feature a variety of hands-on building activities that will further a child's exposure to and engagement with literacy skills. These will include an individual activity using wooden ABC blocks to form words, a small group exercise where one person draws in reaction to another's reading, and a large-scale collaborative game where visitors work together to design a sustainable city. This project will enable the Museum to install these interactives, evaluate them throughout the first year to measure efficacy in literacy development, and then make updates to the interactivities to better meet learning objectives.



### *Reading Passport Program*

Through the *Building Stories* Reading Passport Program, children and their caretakers will be able to pick up a curated reading list and books at their local library or school. Once finished reading through the books on the list, students will receive free tickets for themselves and an adult to visit the Museum and the exhibition. Reading lists will be created for both K-1 and 2-3 grade levels, and each year we will update the lists. This will allow students to go through a book list and visit the Museum each subsequent year. This program will promote opportunities for shared reading and learning at home, while encouraging museum visitation and cultural exchange. This IMLS project will support the outreach and marketing for this program, and then evaluate its reach and impact particularly on underserved communities.

### *Field Trip Experience*

All elementary school field trips to the Museum will tour this exhibition and take part in its skill-building activities. It is envisioned that field trips to the Museum by students in K-3 grades will include a guided tour of the exhibition with a trained Museum educator, followed by a hands-on activity and story time. Rebuilding its early educational programming around *Building Stories*, the Museum will present a unique, approachable way to learn about the built environment through the pages of children's books, providing a foundational entry point into the Museum and supporting reading and other literacy skills. Through this project, we will engage a contract curriculum developer to write a curriculum and curate a field trip experience specific to the *Building Stories* exhibition for early elementary school classes. Evaluation efforts will monitor educational impacts during the first year, and changes will be made to the curriculum as needed. To ensure these field trips are reaching our intended audience of underserved students, this proposal will also cover the school group fees for one class from every Title I elementary school in Washington, DC to participate in this field trip during the grant period.

### *Target Group and Beneficiaries*

The target group for this project is children in K-3 grades. Leveraging the content focus on children's storybooks and the intergenerational appeal of children's literature, the exhibition's design is a highly participatory, collaborative, and play-based experience that will advance opportunities for K-3 grade students to learn alongside their caretakers. This project in particular will further leverage the exhibition's content and design to support the development of reading and literacy skills for the target group by implementing, evaluating, and revising skill-building activities. And through community-based programs that allow activities to be taken home as well as increase access to the educational experiences through free Museum admission, beneficiaries of this project include underserved students in the Washington, DC area, as well as caretakers who can learn alongside their children and build confidence in their abilities as first teachers.

The active planning for *Building Stories* began in January 2019, working with exhibition designers Plus & Greater Than to conceptualize the exhibition. In early 2020, the Museum convened advisory groups, including community family groups and outside professionals in early learning, interactive exhibition design, accessibility, and intergenerational museum experiences, to further shape exhibition design and refine the visitor experience. On top of the advisory groups convened in the early planning phases, the Museum is undertaking extensive community outreach to obtain support and feedback for the exhibition from its target group and beneficiaries. This includes partnering with DC Public Library in the coming months to place model exhibition interactives in branches throughout the city to test their efficacy and engagement. Feedback from these tests will be integrated into the final design of exhibition interactives. We are also working with an advisory council of scholars and practitioners in the fields of children's literature and literacy to guide the exhibition and educational activities.



## **Project Work Plan**

The core activity of this proposal is to implement, evaluate, and modify as needed four educational interactives of the *Building Stories* exhibition.

### ***Pre-grant activities***

Before the start of the project's grant period, the Museum will work closely with consultants to develop and test interactive elements for the exhibition, and plan for the exhibition and affiliated programming's launch. Staff will also work closely with DC Public Library to test educational prompts and activities in branches throughout the city for community feedback and to develop reading lists for both K-1 and 2-3 grades for the Reading Passport Program.

### ***Phase 1: Implementation (September 2023-May 2024)***

In this phase, the Museum will integrate community feedback to finalize the exhibition's activities. Staff, along with consultants, will then fabricate and install exhibition hands-on activities and finalize and print the "Build Your Story" sketchbook. Museum education staff will launch the Reading Passport Program, working directly with DC Public Library as well as local schools to distribute the reading lists, ensure books are available, and market the program (including staff holding open houses about the program in all eight wards in Washington, DC). The Museum will engage a curriculum developer, and once the exhibition opens, this developer will create a curriculum specifically for a field trip experience for K-3 grade classes to *Building Stories*. Staff will then launch these field trips for the spring semester of the school year, hiring and training Museum educators to lead these experiences.

### ***Phase 2: Evaluation (September 2023-August 2024)***

HG&Co will conduct late formative evaluation for the K-3 field trip experience, as well as summative evaluation for the exhibition. All evaluation will be grounded in a developmental approach, and include significant capacity building for the Museum. HG&Co will work in tandem with the Museum staff, training on best practices in setting outcomes, instrument development, and data collection through focused observations, on-the-floor dialogue and interviews, and teacher interviews. Our teacher interviews will help iteratively shape refining educational programming. The focused observations will support understanding of how intergenerational groups are using this exhibit, coupled with short interviews to gather demographics and understanding of impact.

### ***Phase 3: Modification (September 2024-March 2025)***

For the second year of the grant period, Museum staff will analyze results and recommendations from the evaluation efforts, and chart a path forward for revisions to the four educational experiences. Curatorial staff will work with exhibition designers, guest curator, and fabricator to implement changes into the exhibition installations and sketchbook activities. This will include the designers and curators traveling to the Museum to develop and implement these changes to the exhibition's content and design as needed. Education staff will work alongside the DC Public Library to make changes to outreach plans as necessary and update reading lists and educational resources. Education staff who are trained in curriculum development will update the field trip curriculum per the findings of the evaluation in year one. Staff will continue to conduct outreach to all eight wards in Washington, DC to continue garnering sign-ups for the Reading Passport Program and school field trips. Once upgrades have been made, Museum staff will implement their own evaluation methods, building off of the instruments built in year one, to continue monitoring attendance, engagement, and learning impacts of the exhibition's educational experiences.

Anticipated costs requested from IMLS for this project is \$250,000. This includes evaluator, fabricator, and curriculum developer fees; hiring Museum educators; printing costs for the sketchbook; honoraria for advisors;



travel for exhibition designers; and support for Title I school group fees. The Museum is fully committed to the implementation and evaluation of the exhibition and its interactivities, and is providing a 1:1 match with IMLS. This includes Museum staff in the curatorial, collections, education, and marketing departments; curator and designer fees; printing costs; marketing fees; and indirect costs. The Museum funds exhibitions and related programming through donations from individual and corporate donors, and foundation and government sources.

### ***Project Team***

The *Building Stories* interactivities are being developed collaboratively between the Museum's curatorial and education departments, led by VP of Exhibitions and Collections Cathy Frankel and VP of Education and Engagement Jacquelyn Sawyer. Author and children's book historian Leonard Marcus is consulting curator with Plus & Greater Than serving as exhibition designers. HG&Co will carry out evaluation for this project, and will train and engage all levels of Museum staff in these efforts as well. A curriculum developer will be hired during the first year of the grant to create the field trip experience. Lastly, in order to ensure exhibition content and experience reflects the most up-to-date scholarship and educational techniques, our advisory group of scholars and practitioners will guide content and activities to ensure they will best foster desired literacy skills. (See *Supportingdoc1* for letters of commitment.)

### ***Community Partners***

The Museum is partnering with the DC Public Library on this project and *Building Stories* to spark a love of reading and museums. Encompassing 26 branches, DC Public Library will help us to conduct outreach around the exhibition and its educational experiences to all eight Wards, and expand access, particularly in underserved communities, to the featured books, activities, and learning objectives. We will also leverage our ongoing partnership with DC Public Schools to make connections to elementary schools throughout Washington, DC, particularly Title I program schools and their teachers, to facilitate their participation in the educational programs.

### ***Project Risks***

A risk to the project includes not being able to implement the desired changes to the exhibition interactives as recommended by evaluation efforts. Built into this proposal, however, is a holistic approach to the evaluation process, and ensuring the inclusion and buy-in from all levels of staff, so that there is from the beginning an intentional design to evaluating shared goals, a better understanding of what and how to evaluate those goals that can be tracked for the long-term, and a better understanding of what the data shows and how to make changes.

Second, a key goal of this project is to reach those underserved in high-quality, out-of-school learning experiences. Many in these communities, however, have higher barriers of entry to participate in these offerings, and the Museum is currently not reaching these audiences in a robust way. To overcome these potential setbacks, the Museum has multiple, targeted outreach plans in place to ensure we reach this intended audience, including working with community partners to directly reach underserved areas, conducting two open houses in every ward in Washington, DC to present on the exhibition and its educational resources, and offering free access to the exhibition through the Reading Passport program and covered admission for Title I elementary schools in Washington, DC.

### **Project Results**

This project has four primary intended results, which will not only have far-ranging effects on the Museum's sustainability and impacts, but will also provide models for the museum field as a whole on how we can best support children as they recover from the pandemic, close achievement gaps between low-income and high-income students, and foster critical reading and literacy skills among early learners.



1. **Support the advancement of literacy skills among K-3 grade students.** By implementing, evaluating, and modifying key educational interactives and programs, we can ensure that *Building Stories* will help kids develop and practice literacy skills and increase capacity for early learning networks in the Washington, DC metropolitan region.
2. **Increase access for underserved communities to informal learning opportunities.** This project will enable us to utilize *Building Stories* as a jumping off point for the Museum to go beyond its walls and leverage the cross-disciplinary content to engage intergenerational audiences throughout the metropolitan region, specifically targeting underserved communities. A partnership with DC Public Library will enable us to reach this target audience, and free educational resources will increase access to the exhibition's learning opportunities.
3. **Develop model for internal and external exhibition interactivities to support early learning.** Cultural institutions will play an important role in addressing the loss of learning during the pandemic, providing much-needed additional out-of-school learning experiences. Through the mix of learning activities inside an exhibition and externally through community-focused programming, with robust evaluation of learning goals, this project will provide a model for other cultural institutions on how we can work with our educational partners to ensure we are all helping students achieve success.
4. **Create an evaluation process for *Building Stories* educational activities and advance Museum evaluative capacity.** This project will lay the groundwork for setting up an evaluation process for this project as well as monitor the *Building Stories* exhibition and educational impacts through the course of its run. And through training and staff involvement with evaluation efforts through this project, it will also revamp the institution's commitment to and capacity for evaluation of its education projects and goals.

### **Products**

This project will allow us to create multiple educational products, which can provide a jumping off point for expanding reach and access to the *Building Stories* exhibition content and learning activities. This includes 1) "Build Your Story" sketchbook which will be individual hard copies in the exhibition itself that visitors can also take home with them to continue working on writing, drawing, and other skills; 2) user-generated data from the sketchbook to inspire others and encourage engagement with the content as well as help to better determine visitor interests and needs; 3) experiential learning games like building blocks and collaborative world building that could eventually be transformed to an online format; 4) shareable book lists and hard-copy bookmarks as part of the Reading Passport Program that can be used by local students while also allowing for a digital format; and 5) curriculum and educational resources centered on the content and play-based learning objectives of the *Building Stories* exhibition that can be used by school groups and educators for years to come.

### **Project sustainability**

While the activities for this project are focused on visitors to the Museum as well as on students in Washington, DC, this project will allow us to refine and augment these activities and lay the groundwork for launching these interactives throughout the metropolitan region and then nationally through virtual interactives, resources, and content. Also, by supporting a holistic evaluation process that specifically focuses on the educational interactives of *Building Stories* while also creating a culture and understanding of evaluation among all levels of staff will enable the Museum to move toward a more data-centric and evaluative approach for the entirety of the *Building Stories* exhibition, as well as future exhibitions and programs.







## **Digital Products Plan**

### **Type: What digital products will you create?**

This project will produce the following digital assets for each of the four educational experiences proposed in this project.

**Reading Passport Program:** We will create digital reading lists which will be placed on our website and shared with DC Public Library for their use as well as forwarded to teachers and caregivers. Two lists will be created each year (one for K-1 and one for 2-3 grade levels) and will be in a pdf format.

**Field Trip Experience:** The curriculum to be developed through this project will be turned into a pdf format so that it can be placed on our website as well as shared with educators.

**“Build Your Story” sketchbook:** While the sketchbook itself will be analog (paper and pencil), there will be two collection stations in the exhibition to “capture” a page from the visitor’s sketchbook. These captures will be integrated into hidden moments of exhibition installations. This creates opportunities for user generated content, and helps model the various learning methodologies exemplified in the exhibition from the perspective of both authoring and illustrating children’s storybooks and the process of designing the built environment. A simple moderation tool allows Museum staff to approve and share visitor content. This user-generated content from the captures will be in a jpeg format, with the size and metadata to be determined based on exhibition installations and where the digital content will be seen within the exhibition. We will work with a software developer to create this digital experience, engaging one that will ensure any products follow privacy and other relevant data standards.

**Hands-on exhibition activities:** While most of the hands-on activities will not be digital (playing with wooden blocks, reading books, and drawing), there will be a large-scale interactive community building installation in the exhibition’s final gallery. Through both analog and digital interventions, visitors construct, modify, re-shape, and develop together new ideas, systems, and opportunities on a large-scale map. Data generated through this game will be contained to this installation itself. We will again work closely with a software developer to ensure any data follows privacy and other standards.

### **Availability: How will you make your digital products openly available (as appropriate)?**

The educational curriculum and reading lists produced through this project will be fully accessible and free through the Museum’s website. We will also conduct outreach to communities and caretakers and will share these documents, so that they can be used even if a person cannot visit the exhibition or the Museum. The data created for the sketchbook and digital activities will be limited to the exhibition itself, which is accessible to the public. It is our hope that after this project where we have evaluated and made changes to these exhibition interactives, we will be able to move these to a digital format available on our website.

### **Access: What rights will you assert over your digital products, and what limitations, if any, will you place on their use? Will your products implicate privacy concerns or cultural sensitivities, and if so, how will you address them?**

Any pdfs created by this project (reading lists and curriculum) will be fully accessible on our website and will not have any limitations on their use. The Museum does not foresee any privacy concerns or cultural sensitivities arising from this project. For any user-generated content in the exhibition, there will be a system in place that staff can review before it is posted in the exhibition. Gallery representatives will be fully trained and follow a set of guidelines on how to approve content to be displayed.



**Sustainability: How will you address the sustainability of your digital products?**

All pdfs created will be stored on the Museum's cloud storage system, as well as uploaded on the institution's website. These will be freely and readily available for use and reuse by the public. The exhibition's user-generated content will be stored on a hard drive in the exhibition, to be purchased as part of the exhibition's install and it is in the exhibition's long-term budget to maintain this equipment. Exhibition designers, software developer, and Museum senior leadership will determine the length of time to store this data according to best practices and length of use in the exhibition.



**Performance Measurement Plan**

Performance Measure	Data We Will Collect (e.g., counts, costs, weights, volumes, temperatures, percentages, hours, observations, opinions, feelings)	Source of Our Data (e.g., members of the target group, project staff, stakeholders, internal/ external documents, recording devices, databases)	Method We Will Use (e.g., survey, questionnaire, interview, focus group, informal discussion, observation, assessment, document analysis)	Schedule (e.g., daily, weekly, monthly, quarterly, annually, beginning/end)
<p><b>Effectiveness: The extent to which activities contribute to achieving the intended results</b></p>				<ul style="list-style-type: none"> <li>• Once the <i>Building Stories</i> exhibition opens, attendance numbers for the exhibition will be recorded and reviewed monthly compared to rate needed to meet project goal of 60,000 total visitors in year 1, and 75,000 in year 2.</li> <li>• Monthly, education staff will record and review number of students who have signed up with Reading Passport Program and compare to project goal of 15,000 sign-ups in year 1, and 20,000 in year 2, and update outreach plans as needed.</li> <li>• Every month during fall and spring school semesters, Education staff will record and review number of sign-ups for <i>Building Stories</i> field trip experiences and compare to project goal of reaching 40 schools in year 1, and 50 in year 2.</li> <li>• Education staff will also record and review number of sign-ups of Title I elementary schools in Washington, DC and monitor rate needed to meet project goal of hosting for a field trip experience one class from every Title I elementary school in Washington, DC (54 schools in total in the first two years), and update outreach plans as needed.</li> <li>• Contract curriculum developer will meet with VP of Education and Engagement monthly to update on progress, and ultimately create a curriculum by February 2024.</li> <li>• Once evaluation parameters and goals are established, contract evaluator will update monthly on evaluation progress to VP of Exhibitions and Collections and VP of Education and Engagement to ensure we are meeting participation numbers in observation-based and interview-focused evaluation efforts.</li> <li>• Museum staff will be trained in observation-based and interview-focused evaluation efforts, and Museum educators and Visitor Services staff will monitor and record engagement with educational experiences daily, and report findings to contract evaluator.</li> <li>• At the six month mark and the end of the first year, evaluator will present results of the evaluation and compare them against our intended project results.</li> </ul>
<p><b>Efficiency: How well resources (e.g., funds, expertise, time) are used and costs are minimized while generating maximum value for the target group</b></p>				<ul style="list-style-type: none"> <li>• Exhibition implementation expenditures will be monitored monthly to ensure costs are on track with the project budget.</li> <li>• Once exhibition opens, we will track number of tickets sold, in addition to field trips sold, and compare to earned revenue in previous fiscal year.</li> <li>• We will track number of memberships sold monthly, and compare it to goal of achieving 60% increase in family members during project period.</li> <li>• Every two months, we will assess our expenditures for outreach activities and number of sign-ups for educational programs, and make adjustments as needed.</li> </ul>



	<ul style="list-style-type: none"> <li>• After each open house in community, Education staff will report to VP of Education and Engagement on number of people engaged and number of sign-ups, and make adjustments to ensure we are reaching the needed rate of return.</li> <li>• Every two months, we will assess our expenditures for evaluation related activities as well as number of people engaged and responses received for evaluation efforts to ensure we are meeting engagement goals laid out at the start of the project, and make adjustments as needed.</li> </ul>
<p><b>Quality: How well the activities meet the requirements and expectations of the target group</b></p>	<ul style="list-style-type: none"> <li>• Each quarter, Curatorial and Operations staff will monitor attendance and child ticket sales, comparing to rate needed to meet 50% of exhibition visitors being children, and make adjustments in marketing to family audiences as appropriate.</li> <li>• Each quarter, Education staff will analyze the number of participants in educational programs who represent underserved communities and compare that to the project’s goal of 15% participants representing low-income communities in year 1, and 20% in year 2.</li> <li>• Curatorial and education staff will record and monitor quarterly the percentage of BIPOC visitors and participants in programs, and compare to the project’s goal of 30% participants representing BIPOC communities in year 1, and 35% in year 2.</li> <li>• Contract evaluator will evaluate participant experience with educational interactives and programs over the course of one year. They will present findings to key stakeholders at the Museum at the six month and first year mark. These findings will be compared to the expected results of the exhibition, and changes to the educational experiences will be made as necessary.</li> <li>• In year 2, staff will conduct evaluation efforts of engagement and satisfaction with updated educational experiences, creating a comprehensive report of findings at the end of year 2.</li> </ul>
<p><b>Timeliness: The extent to which each task/activity is completed within the proposed timeframe</b></p>	<ul style="list-style-type: none"> <li>• On a monthly basis, VP of Exhibitions and Collections and VP of Education and Engagement will monitor consultants’ activity and assess the fit between proposed schedule and actual activity completion dates. Adjustments will be made to the schedule and project as needed.</li> <li>• VP of Education and Engagement will monitor quarterly outreach plans to implement two open houses in each ward of Washington, DC (goal for project period), and make adjustments to schedule and project as needed to meet this goal.</li> <li>• Contract evaluator will meet with VP of Exhibitions and Collections and VP of Education and Engagement on a monthly basis to provide updates on progress toward evaluation activities as compared to proposed schedule. Adjustments will be made to the schedule and project as needed.</li> </ul>