



National Leadership Grants for Museums Sample Application MG-20-13-0027-13 Project Category: Community Anchors

EdVenture

Amount awarded by IMLS:	\$497,886
Amount of cost share:	\$506,009

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

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Locally Grown: Children's Museums as Community Leaders and Conveners in Early Childhood Development

Abstract

EdVenture seeks the support of IMLS for a two-year National Leadership Project Grant in the category of Community Anchors. The proposed project, entitled ***Locally Grown: Children's Museums as Community Leaders and Conveners in Early Childhood Development*** will leverage the South Carolina Children's Museum Early Learning Collaborative (SCCMELC), an existing statewide collaboration of all six children's museums in South Carolina, to become community anchors in early literacy and school readiness in their communities and to evaluate this model in order to provide proven techniques that can be replicated by children's museums nationally.

Serving as the Lead Applicant, EdVenture and its five partner children's museums in South Carolina will build the visibility and capacity of children's museums to be community anchors in early literacy and school readiness, by leveraging the work and influence of the statewide SCCMELC and EdVenture's experience working with social service partners. Project activities will:

1. Support children's museums as they develop their community leadership and forge important relationships with key community stakeholders and social service agencies to reach high-need, priority audience (families with young children living in poverty).
2. Provide flexible and portable educational and exhibit environments (pop-up early literacy exhibits) for each partner children's museums for community outreach.
3. Evaluate the effectiveness of this model in order to promote replication by other children's museums nationally.
4. Disseminate community engagement strategies and techniques, program and pop-up exhibit toolkit and evaluation findings to the museum field.

This project primarily aligns with IMLS's second strategic goal to promote museums and libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality with an additional connection to the first strategic goal of "placing the learner at the center and supporting engaging experiences in museums that prepare people to be full participants in their local communities."

1. Project Justification

EdVenture seeks the support of IMLS for a two-year National Leadership Project Grant in the category of Community Anchors. The proposed project, entitled ***Locally Grown: Children's Museums as Community Leaders and Conveners in Early Childhood Development*** will leverage the South Carolina Children's Museum Early Learning Collaborative (SCCMELC), an existing statewide collaboration of all six children's museums in South Carolina, to become community anchors in early literacy and school readiness in their communities and to evaluate this model in order to provide proven techniques that can be replicated by children's museums nationally.

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Statement of Need

Nationally, states and communities are struggling to address the pervasive challenges of early literacy and school readiness, and South Carolina is not alone. National efforts, such as the Campaign for Grade Level Reading, Success by Six, as well as individual state efforts such as North Carolina's Smart Start and others, have placed a priority, some for more than a decade, on the importance of early literacy development, but poverty and other social conditions continue to hinder sustained progress. The state of South Carolina in both urban and rural areas is at a particular disadvantage as it struggles to adequately prepare at-risk students for kindergarten (and school success) and to effectively engage their parents and families in the pursuit of learning.

- 52% of children in South Carolina live in households below 200% of the poverty level
- 43% of children ages 3-5 are not enrolled in any nursery school, preschool, or kindergarten program
- 72% of South Carolina 4th graders scored below proficient in Reading Achievement
- Of those who scored below proficient, 84% are eligible for free/reduced school lunch
(Annie E. Casey Foundation Data Book, 2012)

Despite statewide efforts and school readiness initiatives over the last decade, these statistics have not changed substantially and in some cases continue to worsen. Existing early childhood initiatives such as South Carolina First Steps, Family Literacy programs (ACT 135), and Childcare Resource and Referral Network, focus on the child and childcare system, and not on empowering the family and community as a child's first teacher.

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Locally Grown represents a **different strategy** that addresses and links local, statewide and national priorities of early literacy and school readiness by using EdVenture's experience and role in being a community anchor. Museums, particularly children's museums, have an opportunity to strengthen their roles and community impact by reaching out to address significant community needs as both a convener and catalyst for positive change. EdVenture is one such community convener and seeks to use our local experience in strengthening the early literacy skills for low-income children first through a statewide collaboration and secondly through the provision of training and a resource toolkit for children's museums nationally. Additionally, this project will build capacity for small children's museums to leverage their community impact so that they too can become community anchors in their own home communities.

This project primarily aligns with IMLS's second strategic goal to promote museums and libraries as strong community anchors that enhance civic engagement, cultural opportunities, and economic vitality with an additional connection to the first strategic goal of "placing the learner at the center and supporting engaging experiences in museums that prepare people to be full participants in their local communities."

Building on existing work

The foundation for this project began as early as 2006 when EdVenture embarked on a new master planning process to develop exhibits and programs in response to the community's changing needs. This process began with front-end evaluation led by Jeanne Vergeront of Minneapolis, Minnesota and Argyle Design, Inc., of Brooklyn, New York, both highly regarded in the field of children's museums for their work in visitor research, master planning, and exhibit and education development and design. A key finding of this front-end evaluation consisting of interviews and surveys with museum staff, board members, volunteers, community stakeholders and museum visitors, revealed that exhibits and education programs for children ages four and younger maintain a very low presence at EdVenture. Research findings also confirmed that the Columbia community (families, educators, community leaders) did not see the connection between children's museum exhibits/programs and early literacy development in support of school readiness. Full results of the research were published in a comprehensive Research & Analysis Report released in 2007. This document and its findings provided EdVenture with feedback about current museum experiences, proposed suggestions for future changes and additions, and ultimately guided the museum's development of the Next Generation Plan – the groundwork for investments in exhibits and educational programs to support 21st century skills, with a focus on early learning and STEM skills.

EdVenture's commitment to early learning was propelled forward with a 2010 MLS-MFA grant award to support audience development for families with young children ages 0-4 through the expansion of museum-based early childhood exhibits and educational programs. Within two years of the completion of this project, EdVenture had seen a 150% in visitation/participation in museum-based early childhood programs. This project also gave the museum the staff and staff expertise necessary to think more broadly about increasing its community impact in early learning. Also in 2010, EdVenture and two other community partners (Richland County Library and Columbia Museum of Art) were the host conveners for one of the six 21st Century Skills conversations organized nationally by IMLS and P-21.

Simultaneously, the Columbia philanthropic community shifted its focus on early literacy and school readiness, as a result of a ground-breaking community needs assessment published by the United Way of the Midlands in 2010, **Facing Facts**, which identified literacy as one of the major challenges that burdens families and children in our community. Key members of the EdVenture staff were involved early on with the United Way of the

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Midlands during its research and analysis efforts and the museum was well-positioned to become a “go-to” partner in community efforts.

Following the United Way of the Midlands’ decision to intensify efforts in early literacy, they awarded a three-year \$210,000 competitive grant to EdVenture (one of the few children’s museums nationally to be a certified United Way agency) to lead a project to strengthen family engagement in the preparation of three and four year old children for kindergarten as well as to support community building between child development centers and neighborhood elementary schools, all located in low income areas of the city. Nearly simultaneously, the Central Carolina Community Foundation (CCCF) refocusing their philanthropic interests on literacy (from birth through adulthood) and launched a community initiative, **Literacy 2030**, of which EdVenture was asked to lead the efforts on early literacy and school readiness.

As a result of these projects and relationships, EdVenture’s role and leadership in early literacy and learning has changed substantially. As recent as five years ago, the “lead” organizations were government agencies and today EdVenture’s role as a leader and convener is firmly planted in minds of citizens, elected officials, government agencies, and philanthropic and business sectors.

In 2012, the business community also responded to the need for early literacy and school readiness with a major gift to EdVenture to support the momentum that EdVenture had gained from the IMLS-MFA grant and subsequent partnerships with the United Way of the Midlands and the Central Carolina Community Foundation. This major gift came from the Boeing Company, newly relocated to South Carolina and more than 100 miles from EdVenture, to support museum-based early childhood programs. Less than a year later, Boeing sought EdVenture’s leadership for a second time to develop a statewide partnership with the other five children’s museums in South Carolina to increase the scope of influence to leverage and build a greater impact and synergy around literacy and school readiness. With a nearly quarter of a million dollar investment by Boeing, EdVenture launched the South Carolina Children’s Museum Early Learning Collaborative (SCCMELC) in late summer 2012. This partnership is underway and is working to address the institutional needs of these museums so that they can better serve their communities.

Through our preliminary work with the SCCMELC we have discovered that the diversity of physical and budget size of the six SC children’s museums offers a “window” into the challenges affecting children’s museums across the United States when they seek to increase their community leadership and impact in early childhood learning and literacy development. An initial survey with these five partners completed in 2012, revealed that there were more needs and opportunities for increased community leadership and impact than our current project would support. In particular, the museums lack three important assets:

- Exhibits that introduce and reinforce early literacy skills (four of the six museums, as are 64% of all US children’s museums, are small – less than 10,000 square feet with budgets of \$500,000 or less),
- Staff capacity and/or financial resources for high-quality early learning/literacy exhibits and educational program development; and
- Visibility and capacity to be a community leader and convener in early literacy and school readiness.

Thus today, we seek support from IMLS-NLG to leverage the investments that Boeing, the United Way of the Midlands and the Central Carolina Community Foundation have made in EdVenture and the SCCMELC partners to transform the “place at the table” that most children’s museums have in their communities. “Beloved place” is the term most thought of when a family thinks about their local children’s museum. In the 2nd decade

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of the 21st century, EdVenture seeks to use these strong feelings, coupled with new skills and resources, to propel children's museums to a higher role linking families (especially low-income), social service partners, schools, and funders.

Broader Impact on the field

For decades, children's museums have been recognized as one of the most visible and valuable public resources for children and their families' informal learning. Essentially serving as "town squares", children's museums are known for their ability to develop meaningful partnerships to strengthen community resources, convene around critical issues affecting children and families, and to enhance the quality of life in a community. As such, children's museums are uniquely positioned to be models of best practices in informal education, collaborative success and community impact.

Nationally, children's museums engage and educate more than 31 million children and adults each year. As one of the fastest sectors of the museum field in terms of audience growth and number of museums, the success of children's museums is often tied to a community's commitment to quality of life and the museums have some of the most diverse audiences in terms of ethnicity and income/low socio-economic barriers to entry. Not surprising, children's museum receive the smallest amount of government support for operations, yet rank first in the percentage of access admissions. With more than 350 children's museums nationwide, the number of museums continues to grow, but 63% have budgets of less than \$500,000 and a large majority of those smaller museums lack the financial and human resources to even be able to attend professional conferences, including the Association of Children's Museum's Interactivity annual conference. These challenges adversely affect the professional field and the brand of a children's museum as a whole. However, children's museums have much to offer and can be seen as great community partner if they seize that opportunity.

Through Association of Children's Museums' (ACM) Reimagining Children's Museum project, launched in 2012, the question was posed "what if children's museums went away – would anyone notice?" This is a call to action to increase our collective capital and community value to be seen as essential by our communities. This means that we must find the areas of our missions and the leaders in our field who can demonstrate the effectiveness of their community impact models, test them in other communities and educate the field to encourage and build the capacity for others to follow in their home communities. EdVenture is one such museum that has had significant success in developing and growing this collective community impact in key areas of its mission.

For the last 10-15 years some of the leading children's museums in the United States have developed innovative strategies to increase early learning opportunities, build partnerships, and increase access for low-income audiences. Some of the most notable include Countdown to Kindergarten Boston in the late 1990's (elements of which have been implemented by EdVenture statewide) and more recently, the Boston Children's work with the State of Massachusetts on a Race to the Top- Early Learning Challenge plan as well as projects by the Children's Museum of Houston and Franklin Institute (both IMLS-NLG projects) have all increased hands-on literacy resources for museums and libraries.

Additionally, consortiums have been formed, such as the Northwest Children's Museums Partners in Washington and Oregon, to share educational resources to benefit young children. Research and publications about early learning educational content and standards been led by the Chicago Children's Museum and the

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Dupage Children's Museum respectively. All of these efforts, as well as those led by libraries, have largely focused on making programs available through museums and libraries.

Locally Grown is unique from these projects because it focuses not just on the development of literacy-based resources, but also the community-based strategic partnerships that must be developed to comprehensively address early literacy and school readiness. This project propels children's museums forward to change how external audiences and communities view the work of children's museums and positions children's museums to be lead conveners and community anchors for early childhood education.

2. Project Work Plan

Locally Grown is a two-year project with four distinct activities that support the project's overall goal for each partner museum to build their capacity to develop their leadership as community anchors in early literacy and school readiness in their communities.

Activity One: Support children's museums as they develop their community leadership and forge important relationships with key community stakeholders and social service agencies to reach high-need, priority audience (families with young children living in poverty).

This activity will be largely focused on the development of community leadership by the partner museums, led by EdVenture's CEO and Project Director Horne who will conduct skill development and provide individual coaching to the partner museum CEO's. Through this work the partner museums will determine core local partners and begin external relationship building. Project Director Horne also will conduct five to seven confidential informational interviews with potential community partners (executives from local United Ways, school districts, local foundations, other organizations serving families with young children) to gain their perspective on a potential relationship with the museums. (EdVenture's experience in this setting is that most potential partners have never even considered the museum as partner or have misconceptions about the community the museum serves.) Horne will support the local CEO's in brokering these relationships and developing a plan to reach high-need, priority audiences with the exhibits and programs developed in Activity Two.

Activity Two: Provide flexible and portable educational and exhibit environments (pop-up early literacy exhibits) for each partner museum for community outreach.

EdVenture project manager (to be hired) and Co-project director Williams will lead the exhibit content development. Exhibit Director French will oversee the RFP process, design and fabrication of six 250-300 sq. feet flexible and portable exhibits (two copies of each exhibit topic). These "pop-up" exhibits can be used flexibly by each partner museum at their museum and in the facilities of community partners. This style of exhibitry will provide the necessary flexibility and modest budget for even the smallest museums and give all **Locally Grown** partners the ability to take the museum "on the go" to another location. The designs for all exhibits will be available in the electronic toolkit and each exhibit will have a fabrication budget of \$100/per square foot. The museums may also exchange exhibits with another museum and two sets of each exhibit will be built to facilitate that flexibility.

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These “pop-up” exhibits will be designed for young children ages two-five and their parents/adult caregivers and feature interactive panels with free-standing hands-on exhibits. Activities will focus on building developmentally-appropriate skills using topics such as colors, shapes, alphabet, numbers, classification/sorting, and dramatic play. These inquiry-based opportunities will support 21st century skills to provide a solid foundation for literacy development and letter/word recognition (language), and will support intergenerational parent/child play and learning.

EdVenture will train partner museums on how to use (and deliver) exhibit experiences in their home communities in partnership with the new community partners established in Activity One. Exhibits will be ready for use in the spring of project year two.

Activity Three: Evaluate the effectiveness of this model in order to promote replication by children's museum's nationally.

A key component of this project is to test and evaluate this model in order to give proven techniques to the other children's museums across the United States for replication. With the support of the project manager and evaluator Caren Oberg, the team will be testing these techniques, documenting progress, and gathering feedback in order to document the project's progress. (Please refer to Logic Model in Supplemental Documents for more details.)

Activity Four: Disseminate community engagement strategies and techniques, community toolkit for replication, and evaluation findings to the museum field.

Williams and the project manager lead the dissemination efforts, including the planning a half-day workshop for 30 museums at ACM's 2015 Interactivity conference, webinars, and the development of the electronic toolkit. The toolkit will contain a strategy plan, examples of successes and challenges, early learning programs, and the exhibit design documents. These materials can be used by other children's museum free of charge and may also be accessible through the ACM website. ACM will provide the marketing and registration services for the workshop.

Project Team

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Project Director: Catherine Wilson Horne, MA – President and CEO, EdVenture – With 30+ years of museum experience and work in developing community partnerships, Ms. Horne will be responsible for convening and leading the community partnerships, coaching other museums in their community relationships and leading the advisory group. Ms. Horne also serves on the Association of Children's Museums Board of Directors.

Co-Project Director: Nikki Williams, MEd – Director of Educational Services, EdVenture – Leader of EdVenture's educational initiatives in early childhood, afterschool and professional development, Ms. Williams will be responsible for supporting the partner museums in their internal efforts and external partnerships, will coordinate evaluation, and will supervise the work of the project manager and director of exhibits on project deliverables.

Project Manager (to be hired) – This position requires someone with exhibit development, early childhood and museum experience. They will be responsible for the exhibit development, technical assistance for

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partners museums, EdVenture programming, development of web toolkit for children's museums, and the organization of the mini-conference at ACM's Interactivity 2015.

Director of Exhibits: Robert French – Experienced exhibit fabricator and project manager with 14 years of experience in children's museums and aquariums. Mr. French will manage the work of the exhibit designer and oversee the fabrication of the pop-up exhibits and distribution to partner museums.

Advisory Group

Mr. Mac Bennett, Director, United Way of the Midlands

Ms. JoAnn Turnquist, CEO, Central Carolina Community Foundation

Dr. Herman Knopf, Associate Professor, College of Education, University of South Carolina and Director South Carolina Child Care Resource and Referral

Ms. Susan Devenny, Director, South Carolina First Steps

Mr. Tim Ervolina, Director United Way of South Carolina

Ms. Melanie Huggins, Executive Director, Richland Library

Evaluator

Oberg Research, a research and evaluation firm works with museums and cultural sites of all sizes to understand how visitors use museum space as places of learning and growth. Oberg Research has worked with the EdVenture Children's Museum since 2010 and is currently the evaluator for the Association of Children's Museum's IMLS funded research project "Learning Value of Children's Museums." Our work has included evaluation and research with the National Air and Space Museum, Smithsonian Institution, the National Museum of the American Indian, Smithsonian Institution, Brooklyn Museum, Virginia Living Museum and the United States Holocaust Memorial Museum. Caren S. Oberg, principal and owner, will be the lead evaluator for this project. Ms. Oberg has a BA in Anthropology from the American University and a Masters in Arts and Teaching from George Washington University's Museum Education Program. She is a mid-level professional who has conducted audience research and evaluation since 1999 and opened Oberg Research in 2005.

Children's Museum Partners

EdVenture Children's Museum, Columbia, SC – Lead Partner

Located in the capital city of South Carolina, EdVenture's 92,000 square foot museum opened in 2003 and serves more than 230,000 children and adults annually. Attracting a statewide audience, EdVenture primarily serves a 24 county region in central South Carolina. The core audience is children ages zero to twelve with 30% being ages five and younger. Extensive outreach programs serve schools and communities across South Carolina, North Carolina and Georgia. The museum is best known for EDDIE® (a four-story child that visitors can climb/crawl through), as well as major educational initiatives in early childhood, STEM, health education, teacher professional development, and afterschool collaborations. EdVenture was honored with the National Medal for Museum Service by IMLS in 2011 and is the recipient of numerous federal and state grants for educational initiatives. Primary partners include the United Way of the Midlands (EdVenture is UW certified agency), Central Carolina Community Foundation, area school districts. Current operating budget is \$4.1 million annually.

Children's Museum of the Upstate, Greenville, SC

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The Children's Museum of the Upstate, TCMU, opened its 79,000 square foot facility in 2010 and has quickly become a major regional destination, and an important catalyst for multi-faceted programs and services to improve the lives of children. Annual attendance of 150,000 is primarily drawn (69%) from a region of 1.3 million. The core audience is children aged two to fifteen, along with their parents, caregivers, and teachers. Eighty-five percent of children visiting the museum are between two and ten years old; 60% are five and under. Approximately 16% are non-white. CMU works closely with a range of partners and stakeholders to develop and implement programs and services that meet educational and other community-identified priorities, including school readiness and combating childhood obesity. Our primary collaborators include Greenville County Schools, LiveWell Greenville, the Metropolitan Arts Council, and the United Way of Greenville County. Current operating budget is \$2.2 million annually.

Children's Museum of the Lowcountry, Charleston, SC

The Children's Museum of the Lowcountry (CML) was founded in 1995 by a group of dedicated parents intent on improving the lives of children in the tri-county area (Charleston, Berkeley, and Dorchester Counties) with a population of 650,000. CML opened its doors in 2003 with seven exhibits to supplement children's education in the arts, sciences and humanities. Housed in a former Train Shed, CML enjoys a 10,000 square foot facility with more than 7,000 square feet of exhibit space inside with an additional 2,500 outside, serving an annual attendance of 50,000.

Children's Museum of South Carolina, Myrtle Beach, SC

The Children's Museum of South Carolina, CMSC, serves approximately 45,000 children and adults annually through onsite and offsite programs. The museum opened in 1995 and is located in downtown Myrtle Beach, a major tourist destination. In addition to attracting tourists, CMSC's annual audience is drawn from a two county region of 350,000. CMSC is 7,500 square feet and operates with an annual budget under \$350,000. Special programs, such as Tales for Tots and Digitalis Planetarium, are extremely popular and CMSC participates in several community-based festivals held annually.

Main Street Children's Museum, Rock Hill, SC

The Main Street Children's Museum, MSCM, is part of a multi-site museum known as The Culture & Heritage Museums in Rock Hill (a suburb of Charlotte, NC). MSCM opened its new 5,000 square foot museum on Main Street in 2010 and served more than 15,000 visitors in 2011-12.

Sandbox Children's Museum, Hilton Head, SC

The Sandbox is the only non-profit play and learning center of its kind in the areas and is committed to the positive development of young children through educational play that fosters both family and community. The museum offers quality educational and family-oriented exhibits and programs which is funded by a \$242,000 annual budget. The Sandbox is located in the town of Hilton Head Island and serves children ages 6 months to 8 years from towns, cities and rural areas within Beaufort, Jasper and Colleton counties, total population 228,500. The facility size of The Sandbox is relatively small, 2,400 sf; however, the museum uses the outside area around the museum for most large events. The museum also has a large outreach program; serving more than 4,000 children annually throughout the community.

Resources

EdVenture and its partners will bring a total cost-share of \$530,372 to this two-year project. EdVenture's cost-share includes a portion of EdVenture salaries, fringe, and support for educational program materials and half

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the cost for the exhibit fabrication. EdVenture will use a combination of institutional resources and private donor support to meet cost-share requirements. Partner museums will bring a total of \$15,000 per year in cost-share (under 6. Services - Partnership Support). Renewed support from Boeing will provide each partner museum their cost-share requirements.

IMLS funds will be directed towards portions of salaries and fringe, educational program materials for EdVenture, partnership support (salary and program materials for partner museums), exhibit design, and indirect costs. Full IMLS support is allocated towards exhibit design, evaluation, travel (evaluator, Association for Children's Museum Conference, EdVenture to partner museums), website design for the community toolkit, and expenses related to coordinating/presenting a workshop at the 2015 Association of Children's Museum Conference.

EdVenture has experienced a budget surplus for the past three fiscal years, attributed to non-operating capital revenues related to the Next Generation Exhibit Master Plan.

Tracking Results

As the Lead Partner, EdVenture will be responsible for ensuring this project is on schedule, within budget, follows activities as described, and engages all partners. A key component of this project is the evaluation to support the testing, refinement and dissemination of this model and to support the potential impact as these resources are shared with the children's museum field.

A complete summary of findings will be available to the public and children's museum community at the conclusion of this project via conference presentations and/or articles published with the support of the Association of Children's Museums.

EdVenture intends to host a pre-conference and/or extended session (half-day) at the Association of Children's Museums Interactivity 2015 conference to present the model and strategies to support children's museums' leadership in addressing challenging community issues. EdVenture has secured the support of ACM to assist with meeting space and registration at the conference.

Beyond the website and conference presentation, the project team will seek opportunities to chronicle this project through ACM's *Hand to Hand* publication.

3. Project Results

EdVenture and its project partners expect to see several results from this project for each group involved. Among SCCMELC partners we expect to see an increasing ability to make and sustain partnerships with key community stakeholders, increasing acknowledgement of the positive role museums serve as community partners in sustaining support for low income families in their communities, and an understanding of the variables that impact applying the EdVenture model for community impact and leadership. Among key community stakeholders we expect to see an increase in recognition of children's museums as viable partners in supporting high-need, priority families in their communities, an ability to sustain partnerships with an SCCMELC museum and understand the variables that impact applying the EdVenture Model. Among high-need, priority families we expect to see an increase in recognition of the children's museum as a logical community resource for early childhood development. Lastly, EdVenture itself will be impacted by this project.

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EdVenture will gain knowledge of the variables that support and detract from its model, the effectiveness of its model, will see increased recognition as a leader within the SCCMELC and as a contributor to the national conversation about strengthening partnerships between children's museums and their communities.

EdVenture intends to measure these changes by looking at the following metrics. This is a sample of the most important metrics. Complete metrics can be found in the Logic Model in Supplemental Documents.

- (a) Overall increase in the number of new (or restarted) relationships between a SCCMELC partner and key community member and an overall increase in the number of sustained (or intention to sustain) partnerships between SCCMELC partners and key community members as indicated using baseline (2014) and end-of-project (2015) surveys developed to measure strengths/weaknesses in collaborations.
- (b) Increase in the number of opportunities for low income families to engage with the SCEL partner about literacy as measured by number of opportunities planned for 2014 and 2015, number of opportunities actually carried out in 2014 and 2015, and the number of planned opportunities for 2016.
- (c) Positive recognition from those families regarding the SCEL partner as a logical community resource as indicated by on-site post-activity surveys that focus on attitudes towards the SCEL partner and other available resources.

EdVenture will address sustainability and scalability of this model using a variable analysis. In this approach the team will compare a series of variables including, but not limited to: project budget, project importance, project staffing, project relevance to mission, perception of project partner (SCCMELC museum or key community stakeholder), and perception of success with local families. These and other variables will be included in the baseline/end-of-project partnership surveys and family post-activity surveys developed for this project. Additional data on these variables and others will be gathered from resources such as IMLS's *Museums Count* and AAM's *Museum Benchmarking Online* which will help to contextualize our findings. In the end EdVenture and its project partners will be able to identify the variables that appear to highly impact the effectiveness, sustainability and scalability of their model so that recommendations can be made to future users. The project staff intends to share these findings with the field through the project website, other electronic communications as well as conference presentations at ACM and ASTC.

Value and Sustainability

The primary focus of ***Locally Grown*** is to develop and refine a model for increasing community impact by children's museums in an area of demonstrated expertise (early learning) which is critical issue facing communities across the United States. Inherent in this plan is the premise that as a museum becomes more ingrained and vital to its community's growth and success, the museum will achieve greater sustainability for its mission. The second area of sustainability that will be developed through this project is the replication of educational resources by multiple museums of varying institutional and community sizes. This focus is particularly important as the children's museum field explores new models for our missions in the future. Finally, the use of the electronic toolkit (especially the pop-up exhibit designs) will bring new high-quality resources to the more than 200 small children's museums across the United States increasing their capacity to serve and impact their audiences.

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 Schedule of Completion

Year One

	2014											
	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov
General Project Activities												
Museum Partner Meetings		■			■			■			■	
Site Visits, inc. local partner mtgs		■	■	■	■	■	■	■	■	■	■	■
Advisory Group	■											
Partner Reports						■						■
Development of Community Leadership by Museums												
Skill development and individual coaching (CEO to CEO)		■	■	■	■	■	■	■	■	■	■	■
Community leader feedback/interviews		■	■	■	■	■	■	■	■	■	■	■
Determination of core local partners per site						■	■	■	■	■	■	■
External relationship building								■	■	■	■	■
Exhibits												
Exhibit content development					■	■	■	■	■	■	■	■
Feedback from partner museums					■	■	■	■	■	■	■	■
RFP for Exhibit Designer							■	■	■	■	■	■
Exhibit Design									■	■	■	■
Procurement of Fabrication Services												■
Evaluation												
Development, execution, and analysis of Survey 1, Part I						■	■	■	■	■	■	■
Development, execution, and analysis of Survey 1, Part II						■	■	■	■	■	■	■
Development, execution, and analysis of Survey 2						■	■	■	■	■	■	■
Development, execution, and analysis of Survey 3						■	■	■	■	■	■	■
Development and Execution of Variable Analysis 1		■	■	■	■	■	■	■	■	■	■	■
Final project report summarizing work and findings												■
Dissemination, including toolkit												
Dissemination, including toolkit												■
Identify scope of content to be disseminated												■
Plans for ACM workshop								■	■	■	■	■

