



Museums for America

Sample Application MA-10-18-0207-18
Project Category: Learning Experiences

Oakland Museum of California

Amount awarded by IMLS:	\$246,919
Amount of cost share:	\$247,321

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2019 Museums for America grant program differ from those that guided the preparation of FY2018 applications. Be sure to use the instructions in the FY2019 Notice of Funding Opportunity for the grant program and project category to which you are applying.

Oakland Museum of California
Family Nature Play Room: Creating Space for Early Learners

Abstract

The Oakland Museum of California's (OMCA) *Family Nature Play Room: Creating Space for Early Learners* project will create a dedicated space inside the Museum's newly renovated Gallery of California Natural Sciences for intergenerational exploration and learning designed specifically for visitors ages 2 to 5 and their adult companions. In the past three years, OMCA has seen participation by family audiences, particularly families with young children of diverse ethnic and cultural backgrounds, increase significantly. Through the *Family Nature Play Room* and related components, the Museum will better serve this newly developing, but regularly attending audience with science and nature-related learning.

The *Family Nature Play Room: Creating Space for Early Learners* project will bring outside experts and leaders in early childhood and family learning into the research and development of this space. OMCA will include community voice and perspectives in the research, build on previous organizational relationships and practices, and engage new partners in an effort to meet the needs and interests of local families. This project will engage families in the conception, development, promotion and evaluation of the project. It will build staff capacity (both behind-the-scenes and front-of-house) to serve families with young children; use collections and specimens in new ways to promote family learning and discovery, particularly for children ages 2-5 years old; and prototype an early childhood space and exhibition components for possible replication within temporary exhibitions or within the Galleries of California Art and History.

The proposed project will be accomplished from December 1st, 2018 through November 30th, 2021, in three year-long phases: 1) Understand the Landscape for Young Learners and Their Families in the San Francisco East Bay Region; 2) Develop Content and Prototype the *Family Nature Play Room*; and 3) Build, Promote and Evaluate the *Family Nature Play Room*. OMCA has developed a culture of learning and evaluation, data collection, and reflection upon and application of evaluation learnings to inform programmatic and operational decisions. The evaluation team will collect and report data from program participants, staff members and community partners to measure performance indicators and outcomes. Key metrics of success will be families with young children using the space, an increase in first-time visitor families, an increase in desired learning behaviors in the *Family Nature Play Room*, meaningful inclusion of at least nine organizational partners, and ethnic and socio-economic diversity of visitors to the space that reflects the local region.

Oakland Museum of California Museums for America FY18 Narrative

Project Justification

The Oakland Museum of California's (OMCA) *Family Nature Play Room: Creating Space for Early Learners* project will create a dedicated space inside the Museum's newly renovated Gallery of California Natural Sciences for intergenerational exploration and learning designed specifically for visitors ages 2 to 5 and their adult companions. In the past three years, OMCA has seen participation by family audiences, particularly families with young children of diverse ethnic and cultural backgrounds, increase significantly. Families are attracted to OMCA through an ongoing targeted marketing campaign, weekly family activities at *Friday Nights @ OMCA*, and galleries that offer a welcoming and interactive environment for visitors of nearly all ages that generate powerful word-of-mouth promotion. Audience research shows that family visitors come to OMCA because they have fun, they feel welcome, and they learn something new. What the Museum does not currently offer is a dedicated, indoor space for families with very young children that addresses this age group's developmental needs. Through the *Family Nature Play Room* and related components, the Museum will better serve a newly developing, but regularly attending audience with science and nature-related learning.

The *Family Nature Play Room: Creating Space for Early Learners* project responds to the documented needs of the Museum's audience as well as to two of the four foundational goals of OMCA's Strategic Plan: creating experiences that diverse audiences value, and connecting with diverse partners to respond to community needs and inspire California's future stewards, citizens, creators and innovators. OMCA is distinguished among other institutions by its multidisciplinary exploration of California and its long track record of presenting special exhibitions that offer multiple perspectives on historical and contemporary events. From 2008 through 2014, OMCA followed industry-wide best practices and community-engaged exhibit design and development processes to renovate its three collections galleries, each comprising 30,000 square feet of exhibit space. Throughout this transformation and in crafting the 2014 Strategic Plan, OMCA identified families as a target audience and a high priority community. The Museum has, as a result, adopted a wide range of strategies to ensure access to families of all backgrounds across the region. Year-round free access for children 8 and under, *First Sundays*, and participation in the IMLS/ACM's *Museums for All* initiative are among the strategies to mitigate financial barriers to participation.

In 2015, OMCA completed an IMLS-supported, three-year *Building Family Audiences, Enriching Family Experiences* audience development and community engagement project that used marketing and programming to develop new ways for the Museum to attract families and deepen the Museum's relationships with family audiences. OMCA expanded its programming to offer new types of informal intergenerational activities for adults and children. At the completion of that project, OMCA's ongoing promise to families was to be accessible, comfortable and inspiring to each member of the family, in and out of the galleries, with a core focus on children between the ages of 5 and 12. This promise is currently activated through *OMCA Family*, a consistent programmatic presence that includes quarterly Sunday family programs, three large-scale family celebrations, weekly free family activities during *Friday Nights @ OMCA*, online offerings, and onsite family guides. As a result of this project, OMCA more than doubled family attendance to family programs.

Overall attendance has seen steady growth as well with 420,379 visitors in FY17, 85,000 more visitors than in FY16. Approximately 25% of all OMCA visitors are families representing more than 105,000 people in adult and child groupings this past year. Of the current family audience, 42% have children ages 0 to 4 years, a percentage that is significantly higher than OMCA predicted when designing the galleries, expanding the family programs and setting the Strategic Plan. In addition to expanding family programming, other investments over this same period have resulted in a significant increase in the cultural diversity of OMCA's visitors. Audience development efforts, accessibility initiatives, and community-engaged exhibition and program development practices now attract a total visitorship that is 46% people of color. One-third of OMCA's current visitors are

between 18-34, suggesting that the family audience will continue to grow as this demographic group ages and has children.

The Galleries of California Art, History and Natural Sciences make up 85% of the Museum's total experience offerings. According to visitor exit surveys, 70% of OMCA audience members are repeat visitors who primarily come for temporary exhibitions, not these core collection galleries. The *Family Nature Play Room: Creating Space for Early Learners* project will not only address the needs of a growing family audience, it will also help the Museum better leverage the core galleries for visitor engagement. The project will prototype new, developmentally-appropriate visitor experiences that can be replicated (with alterations of content but similar learning approaches) to serve families in the other two core galleries.

In recent years OMCA has conducted a number of experiments through the temporary exhibition program that explored new ways of engaging families with young children. One exhibition, Bees: Tiny Insect, Big Impact, was installed inside the Gallery of California Natural Sciences, which attracts the most family groups of the three core galleries. This temporary hands-on interactive exhibition was designed specifically for families to learn the value of bees to California's economy and ecosystems, and to explore simple but powerful actions that everyone, regardless of age, can do to help bees survive in a changing world. Parents and children listened to the music of "buzz pollination," learned to identify different types of bees, dressed up like a beekeeper, and examined real bee specimens under a microscope. The exhibition opened in January 2015, and closed in October 2017, having been extended by over a year due to its popularity. In visitor observational studies, 60% of audiences with children had children between 0-4 years. During the summative evaluation, families praised *Bees* for its interactive and child-friendly exhibits. Furthermore, many adults and children were observed talking and using exhibits together which suggests high family engagement.

A second temporary exhibition that experimented with elements for young children was Of Dogs and Other People: The Art of Roy De Forest. De Forest's large paintings are brimming with kaleidoscopic colors, imaginary landscapes and quirky characters. OMCA decided this was a unique opportunity to explore ways to engage families, particularly those with young children, in a fine art exhibition. On view from April to August, 2017, our summative evaluation showed that the Museum successfully made an exhibition accessible to families without alienating those, in particular adults visiting alone, who want a more traditional art museum experience. OMCA prototyped and developed a room for play and exploration that mimicked the experience of walking into a De Forest painting. Surfaces throughout the room, including the walls, props and furniture, were covered in felt. Families could move hundreds of colorful felt cut-outs in De Forest-inspired motifs throughout the space to create their own 3-D immersive work of art. The space served young children so well that many parents requested that the Museum keep it installed after the exhibition closed. Nearly 90% of families who visited this exhibition stopped in the felt room, and nearly half of the children in visiting families were under 5 years of age. More than one-half of the visitors observed in De Forest were families. This is highly unusual for art exhibitions and suggests that when something is made especially for families, they will visit.

With these visitor insights in mind, and these experiments as models, the *Family Nature Play Room: Creating Space for Early Learners* project will create a dedicated 1,000 sq. ft. space inside the Gallery of California Natural Sciences to serve the specific needs and interests of children ages 2-5 and their adult companions. The project naturally builds on OMCA's momentum of growing and diversifying family audiences, and enhancing the Museum staff's knowledge and capacity to create relevant and engaging gallery experiences for families. OMCA's Gallery of California Natural Sciences, renovated and reinstalled in 2014, was designed to engage family audiences through exhibits co-created with multiple community organizations. Local nature conservation and family-oriented organizations such as East Bay Regional Park District, Outdoor Afro, and YMCA of the East Bay were among the many partners. The *Family Nature Play Room: Creating Space for Early Learners* project will similarly bring outside expertise, community voice and perspectives to the research, development

and evaluation of this space. OMCA will build on those previous relationships and practices, and engage new partners such as Oakland Early Head Start and the Early Childhood Education Program at Mills College. The Museum will also work closely with its neighbor and ongoing institutional partner, the Oakland Public Library.

OMCA has developed a vision for natural sciences interpretation that is unique within the landscape of Bay Area informal learning experiences. The Bay Area is home to over 10 large museums focused on informal science education (not including parks, maker spaces, and libraries). This has led OMCA to carefully consider and define our niche in informal science learning in the region and beyond. In 2016, the Museum gathered key thought leaders in informal science education to explore OMCA's unique potential for learning and engagement with the natural sciences. The resulting framework document, *Human Nature*, articulates OMCA's focus on human-dominated California landscapes: urban and suburban ecosystems, agricultural ecosystems, and other working landscapes, such as working waterfronts and ports (Please see Supporting Document 1).

Like 95% of Californians, the vast majority of families who visit OMCA live in an urban zip code and encounter these landscapes on a daily basis, making them a rich source of inspiration and content for the *Family Nature Play Room*. Further, OMCA's art and history collections are a unique resource for telling stories about landscapes where humans are the keystone species. The *Human Nature* framework will provide the foundation for collaborations with partners and community members involved in helping to shape the experience for families in this space. At the same time, OMCA will draw on audience research and evaluation, as well as best practices in early childhood development, parent engagement, and designing informal learning spaces.

PROJECT GOAL: The *Family Nature Play Room: Creating Space for Early Learners* project will meet the needs and interests of local families, both new and repeat visitors, by providing play-based discovery and learning experiences for young children and their adult companions within OMCA's Gallery of California Natural Sciences.

Objectives:

- Provide a dedicated and engaging space for play-based discovery and learning for children ages 2-5 years and their adult companions within OMCA's Gallery of California Natural Sciences;
- Increase the number of OMCA's repeat visitors in the Natural Sciences galleries by 50% (from 21% total repeat visitors to 31%);
- Build staff capacity (both behind-the-scenes and front-of-house) to serve families with young children;
- Engage local families, experts and leaders in early childhood and family learning in the conception, development, promotion and evaluation of the project;
- Use collections and specimens in new ways to promote family learning and discovery, particularly for children ages 2-5 years old;
- Prototype an early childhood space and exhibition components for possible replication within temporary exhibitions or within the Galleries of California Art and History.

Project Work Plan

The proposed project will be accomplished from December 1st, 2018 through November 30th, 2021, in three year-long phases: 1) Understand the Landscape for Young Learners and Their Families in the East Bay; 2) Develop Content and Prototype the *Family Nature Play Room*; and 3) Build, Promote and Evaluate the *Family Nature Play Room*. The Museum will also design and implement a comprehensive training program for Security Personnel and Gallery Guides (in-gallery facilitators) that builds on training and learning opportunities offered throughout this project. As a result of this project, both exhibition developers and front-of-house staff will understand how to serve the specific needs of our youngest visitors and their adult companions. Two core team staff members will attend the Association of Children's Museums conference each year to continually learn best practices in the field and create an ongoing network of peers.

Understanding the Landscape for Young Learners and Their Families in the East Bay

The primary goal of year one is to articulate and define the needs and opportunities for family learning within the Bay Area's ecosystem of educational and recreational offerings. OMCA will use a variety of research and evaluation techniques to identify: 1) the characteristics of successful informal education experiences for early learners and their adult companions in the Bay Area, 2) the existing areas of strength of peer institutions in the region, 3) the current unmet needs of early learners and families in the East Bay region, and 4) barriers for local families who are seeking early learning experiences in museums and science centers. At the end of year one, the OMCA team aims to have successfully collaborated with the following stakeholders, experts and community partners, received input from both OMCA visitors and non-visitors, and have clear themes emerge from research efforts.

Peer Institutions: The Bay Area has a particularly rich community of informal educational opportunities for young children, including the Bay Area Discovery Museum, the Children's Discovery Museum of San Jose, the Museum of Children's Art, Habitot, and the California Academy of Sciences, among others. Working with these peer institutions will be essential to defining what OMCA can offer, while also providing a rich learning opportunity for OMCA staff members. OMCA will gather these professionals from other informal learning institutions, particularly museums and science centers, to learn about best practices, as well as understand offerings within the informal learning landscape and how OMCA might produce an experience that complements existing resources.

Community Partners: Though many young learners and their families in the East Bay region take part in a range of educational and cultural experiences, some local families face barriers to participating in educational outings with their children. OMCA will learn more about the region's families, particularly their unmet needs, by working with organizations outside the museum sector that provide services and programming for local families. By interviewing professionals from other organizations such as Oakland Early Head Start, the Oakland Public Library, the East Bay Regional Parks, First Five Alameda County, and the Early Childhood Education Program at Mills College, OMCA can identify unmet needs, best practices, and other insights that can inform this work.

Current OMCA visitors: OMCA's Evaluation and Visitor Insights department has collected enough reliable data to know that families with young children visit the Gallery of California Natural Sciences in higher numbers compared to other spaces within the Museum. However, OMCA staff members do not know the specific behaviors, activities, and experiences that comprise their visits. By using observational studies, interviews, and timing/tracking studies, OMCA staff will gain specific information about how young learners and their families are already engaging in museum spaces, specifically inside the Gallery of California Natural Science galleries, and how the *Family Nature Play Room* can enhance the overall gallery experience.

Prospective and Future OMCA visitors: Because part of the goal of this project is to attract new visitors into the Museum, the Museum will learn more about the needs of families with young children who do not yet visit OMCA. Working closely with community partners, OMCA will conduct two focus groups and/or interviews with non-visiting families to identify how they plan educational activities for their children, and what might attract them to visit the Oakland Museum of California.

After analyzing findings from these research efforts, the *Family Nature Play Room: Creating Space for Early Learners* team will survey OMCA assets to assess the best OMCA collections and relevant community stories and to identify the most compelling and appropriate content themes and supporting objects, artifacts and specimens for use in the new space.

1) **Family Nature Play Room Content Development and Prototyping**

In year two, OMCA will develop content and prototype experiences designed for young learners and their adult companions informed by research and consultation in the previous phase. Using OMCA's collections and the Gallery of California Natural Sciences *Human Nature* framework, the project team will identify content areas to both support the developmental needs of young learners, and meaningfully engage their adult companions. Several potential content areas seem ripe for exploration within an early childhood space, such as the Port of Oakland and transportation themes, Homes for People and Animals, and Wildlife in Our Neighborhoods.

Activities in year two will include: 1) content and experience development when the project team will consider the community needs, the existing landscape of informal learning offerings, and OMCA assets, and begin to 2) develop and test prototypes with visitors and community partners. This process will include the beginnings of both the design and fabrication of the space. The project team will hone and refine the design with 3) the final design for the *Family Nature Play Room* informed by the content and prototyped experiences. Community partners will continue to be involved in this phase to ensure the project meets both visitor and community needs. OMCA Evaluation staff will 4) develop a summative evaluation plan based on the final designs. This may include intercept surveys, interviews, timing and tracking studies or other evaluation methods designed to assess achievement of visitor and institutional goals. The Education and Marketing teams will 5) update OMCA's Family Guides and other resources supporting the family experience.

2) **Building, Promoting and Evaluating**

In year three, OMCA will build, promote and launch the exhibition with time for evaluation and remediation. At the end of year three, the OMCA team will be able to offer early performance measurements of the *Family Nature Play Room* against the project objectives and key indicators outlined later in this document. In this final year of the project, OMCA will:

- 1) Complete the final build of the *Family Nature Play Room*. The team will dedicate extra time for the fabrication process, as spaces designed for young learners must be more robust and require frequent user testing and adjustments.
- 2) Promote the Exhibition: OMCA currently has a focused institutional advertising campaign that runs at key periods of high family attendance during the year. As noted earlier, through recent initiatives to build the family audience, OMCA has developed both a strong network of promotional partners as well as expertise in creating materials and advertising campaigns to attract families with young children. This project will develop an additional promotional plan incorporating media partnerships, influencer events, social media, member, and partnership network communications to invite families to visit the new space. OMCA will also update the family section of OMCA's website to reflect this new offering.
- 3) Open Family Nature Play Room: Member and public opening events and programs will launch the initiative. Special events and festivities will be presented to welcome the broader community to the new space.
- 4) Evaluation: Following installation, OMCA will implement the summative evaluation plan to ensure the project is meeting the project objectives and key indicators. This data will also inform remediation efforts. OMCA will involve partner organizations in the evaluation process.
- 5) Remediation: OMCA will explicitly allocate funds and staff time for remediation during the first 6 months following opening of the gallery. As this is the Museum's first significant effort to develop a semi-permanent and dedicated family and early learner space, the Museum will use this time to receive and respond to feedback.
- 6) Dissemination of Results: OMCA will disseminate results through community meetings, publication on CAISE, and presentation at conferences.

OMCA will share the project's results by publishing a report on the process on its website and member magazine, disseminating results through all stakeholder and partner groups, and submitting proposals on the theme of community-engaged development of spaces for family and early learners in a natural science context to museum conferences. OMCA will publish study results and findings on CAISE and on the ASTC website ExhibitFiles. OMCA will send results to collaborating organizations and disseminate them through multiple channels so that practitioners from outside the museum and library field have access to them. One model that has been successful for OMCA in the past is a "Summative Celebration" that brings together contributors, advisors, and other stakeholders, as well as prospective future collaborators. The Museum hosts a short lecture or panel presenting findings during a *Friday Nights @ OMCA* event which is followed by an open reception. This allows the project team to share findings, as well as introduce project collaborators to each other.

The primary risk for this initiative is that, while OMCA has gained experience in programming, marketing, and the development of small-scale interactive activities for families with young children, it has not yet created a significant physical space for this audience. The project will require institutional learning in early childhood education and new approaches to welcoming and serving young children. The initiation of this space will necessitate consideration of incorporating early childhood approaches into other spaces within the Museum. This risk is mitigated, in part, by the addition of a new core team member, Peggy Monahan, who joins OMCA in December 2017, as the Director of Content Development and who brings extensive experience in children's museums and science centers with robust family programming. The rigorous process of project research, visitor research, and collaboration with other stakeholders and community partners are intended to mitigate this challenge.

Core Team and roles: The project team will be led by Kelly McKinley, Deputy Director, with core team members including Peggy Monaghan, Director of Content Development, Sarah Seiter, Associate Curator of Natural Sciences, and Penny Jennings, Associate Director of Experience Development. The team will engage in the majority of the planning work, including identifying peer institutions, key thought leaders and institutions that could provide insights. The core team will engage in content development, interpretive planning, prototyping and testing. Exhibit Designer, Craig Hansen, will join the team in year two. Hansen has previously worked designing environments for young learners, and was the key designer of the Felt Room in temporary exhibition *Of Dogs and Other People: The Art of Roy De Forest*. The Core team will support preparators and designers during the build activities. Johanna Jones, Associate Director of Visitor Evaluation and Insights, will lead survey design, focus group and interview protocols for visitor research and evaluation. The Marketing and Communications team will implement the promotional plan. Snowy Tung, Family Program Developer, and the OMCA Education Team will consult on helpful programming elements for young visitors, as well as contribute to partnership collaborations. This team will work with Marketing to update the OMCA Family Guides and partner with the core team on training Gallery Guides and security personnel on facilitating experiences in the new space. The core team will manage the dissemination of findings through formal and informal channels.

<i>IMLS Project Budget in Year 1: \$84,309</i>	<i>(IMLS Grant Funds: \$54,897, Cost Share: \$29,413)</i>
<i>IMLS Project Budget Year 2: \$150,868</i>	<i>(IMLS Grant Funds: \$ 83,231, Cost Share: \$67,637)</i>
<i>IMLS Project Budget Year 3: \$263,063</i>	<i>(IMLS Grant Funds:\$110,957, Cost Share: \$152,106)</i>

The total IMLS-MFA two-year proposal budget is \$498,241. The budget was developed by Lori Fogarty, OMCA Executive Director and CEO, in consultation with Kelly McKinley, Deputy Director, and other staff members involved with planning budgets for similarly sized projects. This project is one of the top priorities for the institution and will be fully supported by the staff members involved who will integrate project duties into their annual workload for the period of the grant. The Oakland Museum of California will raise funds necessary to support the cost share included in this budget. The Museum employs a robust development staff capable of raising funds to support the organization, including a combination of earned and contributed income from the

City of Oakland, federal and state agencies, foundations, corporations, individuals, and more than 10,000 museum members.

Project Results

Over the past five years, OMCA has developed a culture of learning and evaluation, data collection, and reflection upon and application of evaluation learnings to inform programmatic and operational decisions. The Evaluation Department, led by the Associate Director of Evaluation and Visitor Insights, helps the whole organization use data, performance metrics, and evaluation, to better deploy resources, and to articulate our impact and value to internal and external communities. OMCA has already identified a series of key performance indicators for visitor engagement as part of calculating the institutional Net Promoter Score (NPS). OMCA uses an institution-wide dashboard that measures indicators such as visitor satisfaction, visitor demographics, attendance and membership data, as well as financial performance. The dashboard is disseminated monthly to managers and Board leadership so that the institution continually learns and responds to this data when budgeting and planning programs and exhibitions.

With the *Family Nature Play Room: Creating Space for Early Learners* project, OMCA will address the IMLS Agency-level Learning Performance Goal to “develop and provide inclusive and accessible learning opportunities.” The evaluation team will collect and report data from program participants (visitors) that corresponds to the IMLS Performance Measure Statement “My understanding has increased as a result of this program,” including the number of participants, number of total responses, number of responses per answer option, and number of non-responses. These performance indicators will include:

Visitor Outcomes & Performance Indicators:

- 1) Parents tell the Museum that they feel welcome and comfortable in the space; they had an opportunity to interact with and observe their child in new and meaningful ways; and they all had an enjoyable experience which they would recommend to others (generates a Net Promoter Score of at least 50%);
- 2) Parents are able to share specific insights and reflections related to their family’s learning and experience in the space; and
- 3) Children and their adult companions are observed interacting with the exhibit together.

OMCA will also use the following performance indicators:

Institutional Outcomes:

- 1) The inclusion of at least three partner and six major stakeholder organizations in the planning process (Oakland Early Head Start, East Bay Regional Park District, YMCA of Oakland, Early Childhood Education Department at Mills College, Oakland Public Library, Bay Area Discovery Museum, Children’s Creativity Museum, Children’s Discovery Museum of San Jose, and Habitot);
- 2) Families participating in the space reflect the ethnic and socio-economic diversity of Oakland and the East Bay;
- 3) By the end of the grant period, families with children ages 0-5 increases by 10% (from 42% to 52%); and
- 4) By the end of the grant period, the percentage of repeat visitors using the Gallery of Natural Sciences increases by 50% (from 21% total repeat visitors to 31%).

Community Partner Outcomes:

- 1) Community partners tell us that they feel their input and perspectives influenced the design of the space; and
- 2) Community partners feel that the Museum is a site for meaningful and enjoyable encounters for their constituents.

Some key metrics of success will be an increase in families with young children using the space, an increase in first time visitor families, and an increase in desired learning behaviors in the *Family Nature Play Room*.

SCHEDULE OF COMPLETION
 Oakland Museum of California
 YEAR ONE
 December 2018 – November 2019

ACTIVITIES	2018		2019									
	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov
1. Generate research partner list with peer institutions and community partners												
2. Design focus group and interview protocols												
3. Conduct research interviews, focus groups, and convening with community partners												
4. Plan research with visitor and non-visitor families												
5. Complete visitor research with visitor and non-visitor families												
6. Analyze and report on findings from four stakeholder groups												
7. Present findings in report and presentation to OMCA staff and collaborators.												
8. Survey OMCA Assets												

SCHEDULE OF COMPLETION
 Oakland Museum of California
 YEAR TWO
 December 2019 to November 2020

ACTIVITIES	2019 2020												
	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	
1. Develop Content and Experience													
2. Develop and Test Prototypes													
3. Final Design													
4. Develop Summative Evaluation Plan													
5. Build Exhibition													
6. Update Family Guide and begin Promotional Activities													

SCHEDULE OF COMPLETION
 Oakland Museum of California
 YEAR THREE
 December 2020 to November 2021

ACTIVITIES	2020		2021									
	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov
1. Build Exhibition												
2. Promote Exhibition												
3. Open Exhibition												
4. Evaluate Exhibition												
5. Remediation/Improvements												
6. Disseminate Results												