



Museums Empowered: Professional Development Opportunities for Museum Staff

Sample Application MA-40-19-0277-19
Project Category: Evaluation

“Building Inclusive and Culturally-responsive Evaluation capacities at the Museum of Science”

Museum of Science, Boston

Amount awarded by IMLS: \$136,604
Amount of cost share: \$137,726

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 FY2020 Museums Empowered grant program differ from those that guided the preparation of FY2019 applications. Be sure to use the instructions in the [FY2020 Notice of Funding Opportunity](#) for the grant program and project category to which you are applying.

*Building Inclusive and Culturally-responsive Evaluation capacities at MOS (Building ICE)***Abstract**

For the IMLS Museums Empowered funding opportunity, the Museum of Science, Boston (MOS) proposes a two-year exploratory evaluation project, *Building Inclusive and Culturally-responsive Evaluation capacities at the Museum of Science (Building ICE)* to increase MOS's abilities to be responsive to and inclusive of diverse audiences in our evaluations by better representing their needs, values, and interests.

Broadening Participation (BP) of underrepresented audiences has been identified as a priority to strengthen every museum's ability to represent its community, respond to shifting demographics and societal needs, and expand audiences (American Alliance of Museums, 2018; Cole & Khashan, N.D.). While there has been ongoing discussion of the approaches museums can take to broaden participation, there is an assumption that the measures and methods used to assess BP outcomes are adequate (Frierson, Hood, & Hughes, 2010). However, literature suggests that many of the currently employed methodological frameworks for research and evaluation are inherently biased, colonialist, and White-dominant (Patel, 2016; Scheurich & Young, 1997; Smith, 2012; Tukufu & Bonilla-Silva, 2008). One way to remove these prejudices from evaluation is through the use of inclusive and culturally responsive evaluation practices (Frierson, et al., 2010; Mertens, 1999).

The *Building ICE* project will explore the integration of these practices in MOS's evaluation work. Project activities include: (1) an Ongoing Review of MOS Evaluation Practices conducted by Dr. Katrina Bledsoe of the Education Development Center (EDC); (2) Professional Development Workshops for MOS staff led by EDC, Dr. Cecilia Garibay, and a third evaluator who will be chosen at the beginning of year 2; and (3) Evaluation Mini-experiments where MOS puts what we have learned into practice. MOS will produce two resources through *Building ICE*: (1) a Position Paper that outlines how MOS will integrate inclusive and culturally responsive evaluation practices into our work in an ongoing way; and (2) Training Materials that can be used by MOS staff after the project to understand what inclusive and culturally responsive evaluation is and how to implement it. The *Building ICE* team will share project deliverables with other museums through informal.science.org and conference presentations.

Members of the MOS Research & Evaluation Department will be the most involved project participants. Staff from across the Museum will also be involved and benefit from *Building ICE*, as individuals from the Evaluation, Exhibits, Programs, Marketing, and Human Resources Departments will participate in an Internal Working Group that will help plan the Professional Development Workshops and Evaluation Mini-experiments to ensure that they are relevant to colleagues across MOS. Members of other departments will also be invited to participate in the Professional Development Workshops. While not all staff will be able to attend these workshops, everyone will benefit from the resulting improvements to MOS evaluations.

In alignment with IMLS Agency-Level Goal 2: Building Capacity, the goals of *Building ICE* are to increase MOS's evaluation capacities by increasing our staff's knowledge and awareness, interest, confidence, and skills in inclusive and culturally responsive evaluation. To understand whether these goals are achieved, Sarah Cohn of Aurora Consulting will conduct the project evaluation. The evaluation will gather data through initial and annual assessments with Internal Working Group members, interviews with external consultants, and surveys collected after each Professional Development Workshop. These data will capture changes in MOS participants' capacities in and aspirations for using inclusive and culturally responsive evaluation practices as well as the consultants' perspectives of the project's process and progress.

Building Inclusive and Culturally-responsive Evaluation capacities at MOS (Building ICE)

For the IMLS Museums Empowered funding opportunity, the Museum of Science, Boston (MOS) proposes a two-year exploratory evaluation project, *Building Inclusive and Culturally-responsive Evaluation capacities at the Museum of Science (Building ICE)*. We will examine our current evaluation practices, conduct Professional Development Workshops for Museum staff about inclusive and culturally responsive evaluation, and conduct Evaluation Mini-experiments where MOS puts what we have learned into practice. By improving MOS's evaluation practice, we will strengthen the Museum's ability to provide experiences that are responsive to our diverse communities' needs and interests.

Project Justification

The need, problem, or challenge. Broadening Participation (BP) of underrepresented audiences in museums has been identified as a priority to strengthen every museum's ability to represent its community, respond to shifting demographics and societal needs, and expand audiences (American Alliance of Museums, 2018; Cole & Khashan, N.D.). While there has been ongoing discussion of the approaches museums can take to broaden participation, there is an implicit assumption that the measures and methods used to assess BP outcomes are adequate (Frierson, Hood, & Hughes, 2010). However, a growing body of research suggests that many of the currently employed methodological frameworks for research and evaluation are inherently biased, colonialist, and white-dominant (Patel, 2016; Scheurich & Young, 1997; Smith, 2012; Tukufu & Bonilla-Silva, 2008). Therefore, it is important for museums to scrutinize their evaluation practices to understand which audiences their evaluations represent and if they are excluding audiences due to biased methods or sampling strategies. These biases could impact museums' abilities to create experiences for all the diverse audiences they are trying to serve in their communities. One way to remove these prejudices from evaluation is through the use of inclusive and culturally responsive evaluation practices.

The evaluation field has a long history of recognizing the need for evaluators to build their skills in cultural competency (Patton, 2011; Preskill & Russ-Eft, 2016). There has also been growth in methodological approaches in evaluation to address cultural biases, including culturally responsive evaluation and inclusive evaluation. Culturally responsive evaluation "honor[s] the cultural context in which an evaluation takes place by bringing needed, shared life experiences and understandings to the evaluation tasks at hand and hearing diverse voices and perspectives" (Frierson, et al., 2010, p. 76). Inclusive evaluation "explicitly recognize[s] that certain voices have been absent, mis-represented, or marginalized, and that inclusion of these voices is necessary for a rigorous evaluation" (Mertens, 1999, p. 5). Both of these strategies identify a need for inclusion of audiences in evaluations who have traditionally been excluded. They also describe a need for evaluators to examine their values, how these values might impact the design or outcomes of an evaluation, and take action to address their biases (Frierson, et al., 2010; Mertens, 1999).

Advancing the MOS strategic plan. The Museum of Science believes that everyone has a role to play in the world of science and technology – as learners, as future scientists or engineers, as citizens of our nation, as community leaders and members of the workforce, as consumers, and as stewards of our planet. For this reason, MOS is committed to deepening the public's relationship with science and technology. The mission of the Museum is to play a leading role in transforming our community and the nation's relationship with science, technology, engineering, and math (STEM). MOS is steadfast in our desire to empower everyone to explore STEM and the habits of mind these fields engender in order to better the world in which we live, and seek to focus more of our efforts to increase opportunities for audiences currently underrepresented in STEM fields (Museum of Science, 2018). Understanding that our society will someday be asked to tackle problems

Building Inclusive and Culturally-responsive Evaluation capacities at MOS (Building ICE)

that have yet to exist, the Museum aims to create educational experiences that empower every member of our society to think of themselves as the problem solvers our future demands (Museum of Science, 2015). To ensure the Museum’s ability to create experiences that empower everyone to explore and participate in STEM, it is critical that everyone’s voices are included and respected as a part of the development process. At MOS, a key way that that our community participates in development is through their involvement in front-end, formative, and summative evaluation studies. Therefore, it is important that these evaluations use methods that are responsive to and inclusive of the diverse audiences that the Museum wishes to serve. (See *Strategic Plan*.)

Alignment with the evaluation project category and Museums Empowered goals. *Building ICE* plans to explore the integration of inclusive and culturally responsive evaluation approaches in MOS’s work. MOS is home to one of the largest museum evaluation departments in the U.S. Annually, the MOS Research & Evaluation Department (R&E) manages over 25 evaluation and research studies covering a range of informal science education areas for both internal and national stakeholders. However, with the notable exception of R&E’s evaluation work around Universal Design and inclusion of people with disabilities (Beyer, Lindgren-Streicher, & Reich, 2014; Goss, Iacovelli, Kollmann, & Reich, 2015; Goss, Mesiti, Beyer, Lindgren-Streicher, & Reich, 2014; Lussenhop, 2017), many of our studies have focused on publics who currently visit our Museum. Based on our work leading the IMLS-funded Collaboration for Ongoing Visitor Experience Studies (COVES; MG-20-14-0060-14), we know that MOS visitors tend not to be from groups underrepresented in STEM (National Science Foundation, 2017). Data from the COVES exit survey shows that, in Fiscal Year 2018, 9% of MOS visitor groups had a member with a temporary or permanent disability; 5% of MOS visitors identified as Hispanic or Latino; and 2% of MOS visitors identified as Black (Collaboration for Ongoing Visitor Experience Studies, 2018). These percentages are low compared to the overall U.S. population of which 13% have a temporary or permanent disability, 17% identify as Hispanic or Latino, and 13% identify as Black (National Science Foundation, 2017). By applying what we learn through *Building ICE*, MOS will make our evaluations more inclusive of and responsive to our diverse community, and the Museum of Science will be better able to create experiences for all of our diverse audiences.

The *Building ICE* project and its beneficiaries. *Building ICE* will work to increase MOS’s abilities to conduct responsive and inclusive evaluations through implementation of a series of professional development activities that will allow us to both examine our existing evaluation practices and learn about how to improve them. We will work with a consultant throughout the project, Katrina Bledsoe from the Education Development Center (EDC), who will provide guidance about how to improve MOS evaluation practices in part through a review of our existing evaluation practices. This work will help us understand where our evaluations are already responsive to and inclusive of diverse audiences and where our practices need to improve. Additionally, MOS will host three workshops led by EDC, the audience research consulting firm Garibay Group, and an expert to be determined. These workshops will provide training for MOS staff on different aspects of inclusive and culturally responsive evaluation. Finally, MOS will convene a group of staff from the R&E, Human Resources, Marketing, Exhibits, and Programs Departments to think about how to: 1) design the workshops to ensure their relevance to MOS staff across the Museum; 2) apply what we learn from the review and workshops as a part of three experiments embedded into current evaluation studies; and 3) document our learnings through the creation of inclusive and culturally responsive evaluation Training Materials and discuss how we will apply these evaluation practices in an MOS Position Paper.

Building Inclusive and Culturally-responsive Evaluation capacities at MOS (Building ICE)

While MOS R&E staff will be the most directly involved participants of the *Building ICE* project, the entire Museum and even institutions beyond MOS will benefit. Currently, R&E conducts evaluations with most MOS departments including Exhibits, Programs, Visitor Services, and Marketing. Beyond MOS, R&E leads evaluation studies for many national projects including the previously mentioned COVES and the NSF- and NASA-funded National Informal STEM Education Network (NISE Net; NSF DRL- 0532536 & 0940143; NASA NNH15ZDA004C & 80NSSC18M0061). Combined, these projects involve hundreds of informal education professionals and millions of individuals from across the U.S. As R&E works to integrate what has been learned through *Building ICE*, MOS evaluations will become more responsive to and inclusive of diverse audiences leading to the creation of experiences that better represent our diverse communities' needs, values, and interests.

More importantly, it is not only MOS R&E who will participate in the professional development activities of this project. An Internal Working Group will be created composed of R&E as well as staff from four other MOS departments. These individuals will: (1) work to ensure that the Professional Development Workshops are relevant to staff throughout MOS, (2) attend the Professional Development Workshops, and (3) help plan the Evaluation Mini-experiments that apply what is learned. In addition, MOS staff will be invited to participate in the three Professional Development Workshops, allowing staff from across MOS to think about how to integrate culturally responsive and inclusive practices into their work.

Project Work Plan

Project maturity and associated risks. This exploratory, two-year project will allow the Museum to learn from evaluators who specialize in culturally responsive and inclusive evaluation practice and begin to apply this knowledge to evaluations at MOS. As previously described, MOS has integrated evaluation into its work for many years. In that time, MOS has focused on one area of inclusive evaluation practice – including people with disabilities. However, beyond this group, the participants of MOS evaluations have generally been MOS visitors, meaning visitors who already tend to be highly represented in STEM. *Building ICE* will allow us to explore whether crafting our evaluation practices around these highly represented communities has resulted in any biases in our methods that need to be addressed to ensure that our studies are representative of the voices and values of our diverse communities.

There are risks associated with the work of the *Building ICE* project. There may be a feeling among MOS staff who currently work with R&E and even among R&E staff themselves that MOS's existing evaluation practices are adequate. This feeling may make staff resistant to changing our evaluations. To address this issue and encourage broad institutional buy-in, we will implement change incrementally and include a range of MOS staff in the project to ensure that any changes we make are sensitive to all our stakeholders' needs.

Project activities and resources. *Building ICE* will involve learning about inclusive and culturally responsive evaluation from evaluators outside of our Museum and in some cases outside of the museum field who specialize in using these methods. As we learn, MOS will take a close look at our evaluation work to think about how we might integrate these practices into our current and future studies. The activities of this project, described below, include: 1) an Internal Working Group; 2) Ongoing Review of MOS Evaluation Practices; 3) Professional Development Workshops; 4) Evaluation Mini-experiments; 5) External Project Evaluation; and 6) Evaluation Position Paper and Training Materials. MOS will use IMLS grant funds to cover time and expenses for the external experts and evaluator. MOS cost share funds will cover all MOS staff time on the project. (See *Schedule of Completion and Budget Justification.*)

Building Inclusive and Culturally-responsive Evaluation capacities at MOS (Building ICE)

- 1) *Internal Working Group*: A group of MOS staff composed of R&E leadership and members of the Exhibits, Programs, Human Resources, and Marketing Departments will meet twice monthly at the beginning of the project, in the three months surrounding each of the Professional Development Workshops, and during the last three months of the project. The purpose of these meetings will be to plan the workshops to ensure their relevance across MOS as well as to discuss how to integrate learning from *Building ICE* into our current and future evaluation studies through Evaluation Mini-experiments. Finally, members of this group will review the deliverables of this project including Evaluation Position Paper and Training Materials.
- 2) *Ongoing Review of MOS Evaluation Practices*: Katrina Bledsoe from EDC will provide advice and coaching about how to improve our evaluation practices, and help us think about areas where we need to build additional evaluation capacity. She will meet with the Project Director weekly and will attend all of the Internal Working Group meetings. Additionally, at the beginning, middle, and end of the project, Dr. Bledsoe will conduct a review R&E practices to assess in what ways MOS needs to improve their evaluation studies to increase their abilities to be responsive to and inclusive of diverse audiences. To aid in these reviews, MOS R&E will provide EDC with materials from current and past evaluation studies, including evaluation plans, data collection instruments, and reports.
- 3) *Professional Development Workshops*: A third way that MOS will increase our capacities in culturally responsive and inclusive evaluation is through a series of day-long professional development workshops. We will hold three workshops throughout the course of the *Building ICE* project: one a few months after the project begins, a second at the end of the first project year, and a third in the middle of year two. As discussed above, members of the Internal Working Group and the entire R&E department will be expected to participate in these workshops. Staff from across the Museum will also be invited to attend. All workshops will begin with an introductory component designed to be relevant to all MOS staff followed by evaluation-specific content. The **first workshop** will be led by Cecelia Garibay from the Garibay Group. Dr. Garibay will provide training in culturally responsive approaches with a particular focus on framing outcomes and goals and ensuring inclusion of the community voice. The **second workshop** will be led by Dr. Bledsoe. This workshop will focus on designing and analyzing culturally responsive surveys and interviews. It will address issues of validity, reliability and credibility, and data analysis and interpretation. The leader and content of the **third workshop** will be determined at the beginning of year 2 based on areas of need identified through the Ongoing Review of MOS Evaluation Practices and the External Project Evaluation.
- 4) *Evaluation Mini-experiments*: Based on what we learn through the Ongoing Review and Professional Development Workshops, the Internal Working Group will plan and R&E will implement three Mini-experiments. These Mini-experiments will allow us to investigate how MOS can and should implement inclusive and culturally responsive methods in an ongoing way as a part of our evaluations. The Mini-experiments may include making changes to evaluations in progress by modifying data collection instruments or participant sampling methods, or MOS may decide that it would be more useful to gather input from the local community about their thoughts on our evaluation process. R&E will create short reports documenting the outcomes of the Evaluation Mini-experiments.
- 5) *External Project Evaluation*: A main participant of the *Building ICE* project is the Research and Evaluation Department. Therefore, because of objectivity issues, it is not appropriate for MOS R&E to conduct the project

Building Inclusive and Culturally-responsive Evaluation capacities at MOS (Building ICE)

evaluation. Instead, Sarah Cohn from Aurora Consulting (AC) will provide evaluation services for the project. AC will use developmental evaluation, which “supports innovation *development* to guide adaptation to emergent and dynamic realities in complex environments” (Patton, 2011, p. 1). AC will work synergistically with the Internal Working Group, the leader of the Ongoing Review, and each Professional Development Workshop facilitator to ensure that the evaluation is appropriately designed to capture change and iterative development at the individual and departmental levels. The overarching evaluation questions include:

1. In what ways does *Building ICE* increase the project participants’ understandings of inclusive and culturally responsive evaluation practices?
2. In what ways does *Building ICE* drive changes in evaluation practices at the Museum of Science?
3. How do project participants’ perspectives about evaluation practices change as a result of the project?

The developmental evaluation will focus on gathering three sources of data over the two-year period. Initial and annual assessments with Internal Working Group members will capture high level changes in individuals’ attitudes, knowledge and skills, and aspirations for using inclusive and culturally responsive evaluation practices. Interviews with Katrina Bledsoe, the leader of the Ongoing Review and the Professional Development Workshop Facilitators, as well as partner organizations or museum departments, will provide an external view of the project’s process and progress. Finally, participants will reflect on their practices and knowledge after each Professional Development Workshop. Findings from each of these data sources will be shared and discussed with the Internal Working Group to help strengthen and plan future project efforts.

6) Evaluation Position Paper and Training Materials: As a result of this work, MOS R&E and the Internal Working Group will produce two resources for the Museum: (1) a Position Paper, and (2) Training Materials. The Position Paper will outline MOS’s plans for integrating inclusive and culturally responsive evaluation practices in our evaluation work as a part of all future MOS evaluation studies. The Training Materials will include PowerPoints and reference documents that can be used by MOS staff. The purpose of these Materials will be to help staff understand what inclusive and culturally responsive evaluation are and prepare them to implement inclusive and culturally responsive evaluation practices as a part of their work.

Communication plan. *Building ICE* will strengthen MOS’s existing evaluation efforts by allowing us to better respond to and include in our studies the diverse communities that we seek to serve. Internally, the materials that we will create will be posted on the MOS intranet so that all MOS staff can easily access them. Because this work may also be valuable for other museums, the *Building ICE* team will share project resources and deliverables through websites like informal.science.org and through presentations at conferences like Visitor Studies Association (VSA), the American Alliance of Museums (AAM), or the Association of Science-Technology Centers (ASTC). If asked, the Building ICE project team will also share the results at IMLS-designated meetings and conferences.

MOS project staff. *Elizabeth Kunz Kollmann*, Manager, Research and Evaluation, will serve as the *Building ICE* Project Director overseeing program development, budget, reporting, and leading the Internal Working Group. Other members of R&E leadership will serve on the Internal Working Group, attend Professional Development Workshops, help run the Evaluation Mini-experiments, and create the Evaluation Position Paper and Training Materials. Those individuals include: *Leigh Ann Mesiti*, Assistant Manager, Research and Evaluation; *Ryan Auster*, Senior Research & Evaluation Associate; and *Katie Todd*, Senior Research &

Building Inclusive and Culturally-responsive Evaluation capacities at MOS (Building ICE)

Evaluation Associate. Staff from MOS departments that R&E works closely with will also be a part of the Internal Working Group. These individuals will help design the Professional Development Workshops, attend those workshops, aid in planning the Evaluation Mini-experiments, and review the Evaluation Position Paper and Training Materials. These individuals include: *Mike Adams*, Manager, Traveling Programs; *Donna DiBartolomeo*, Director, Traveling Exhibitions & Project Management; *Beth Malandain*, Senior Exhibit Designer; *Margo Smith*, Manager, Talent Acquisition & Development; and a Marketing representative, to be named.

External consultants and subgrantees. As described above, MOS will work with three external partners as a part of the *Building ICE* project.

- *Katrina L. Bledsoe*, Ph.D., EDC Research Scientist, is a trained evaluator, mixed methodologist, and social psychologist with almost 25 years of evaluation experience. She is also an expert in inclusive and culturally responsive evaluation practice who has provided technical assistance for many projects such as NSF’s Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (INCLUDES) projects. *Alemayehu Bekele*, Ph.D., EDC Research Associate, will provide support for Dr. Bledsoe’s work. They will conduct the Ongoing Review of MOS Evaluation Practices and the second Professional Development Workshop.
- *Cecilia Garibay*, Ph.D., Principal, Garibay Group, is a leader in the use of inclusive evaluation methods as a part of museum evaluations. Dr. Garibay has trained many museum professionals in these techniques and has led many culturally inclusive evaluations for federally funded projects. Dr. Garibay will lead the first Professional Development Workshop.
- *Sarah Cohn*, Principal Consultant, Aurora Consulting (www.auroraconsulting.org), is an evaluator who focuses on evaluation, planning, and leadership development. Ms. Cohn has over 10 years of experience conducting evaluation studies in informal environments including as a part of the NISE Net. Ms. Cohn will lead the External Project Evaluation.

Project Results

Intended results. In alignment with IMLS Agency-Level Goal 2: Building Capacity, the goals of *Building ICE* are that participants will:

1. Increase their **awareness and understanding** of inclusive and culturally responsive evaluation practices.
2. Increase their **interest** in applying or using inclusive and culturally responsive evaluation practices.
3. Increase their **confidence** in their abilities to use inclusive and culturally responsive evaluation practices.
4. **Practice applying and using** inclusive and culturally responsive evaluation practices.

As these goals show, *Building ICE* is focused on increasing the capacities of individual MOS staff. *Building ICE* is an exploratory initiative for MOS, and during the grant timeline, MOS will experiment with how to apply inclusive and culturally responsive evaluation. However, it will take longer than the grant period for these new practices to be implemented in a regular, ongoing way at MOS. Therefore, during the grant period, we anticipate more impacts on individuals than the institution overall. As MOS continues to integrate inclusive

Building Inclusive and Culturally-responsive Evaluation capacities at MOS (Building ICE)

and culturally responsive evaluation practices after the grant period, we expect to see more organizational-level learning and change.

Data collection and reporting. To understand whether the *Building ICE* goals are achieved, Aurora Consulting's (AC) data collection instruments for the External Project Evaluation will include the IMLS Performance Measure Statements for Goal 2 as well as additional items. The Performance Measure Statements will be included on surveys for each of the three professional development workshops as well as on individual assessments collected towards the end of the project from the Internal Working Group and R&E staff. *Building ICE* participants will also be asked how the project impacted their knowledge, interest, confidence, and skills in inclusive and culturally responsive evaluation practices. Data collected about these areas will be both qualitative and quantitative in nature, providing a rich, multi-faceted design: the qualitative data support the quantitative data with descriptive context; and the quantitative data assess the broad applicability of the qualitative results.

AC will share evaluation results with the *Building ICE* Internal Working Group at critical points during the project to inform project decision-making. Findings from these interim reports will be shared, as appropriate, with IMLS during the annual reporting process. In addition to interim reports, AC will produce a final evaluation report that summarizes the developmental evaluation findings. In this report, AC will include the final data required by IMLS about the IMLS Agency-Level Goal 2: Building Capacity Performance Measure Statements. This final report will be shared with IMLS and will be uploaded on informal.science.org so that project findings can be shared with the broader museum field.

Sustained benefits and tangible products. The *Building ICE* project will provide MOS with the opportunity to assess our practices, learn from evaluators who specialize in inclusive and culturally responsive evaluation, and experiment with our methods in ways that we otherwise would not be able to do without a grant. *Building ICE* will provide the all-important first step in MOS's work to examine our evaluation practices and adapt our work to better support and develop MOS experiences that are welcoming, interesting, relevant, and accessible for everyone.

The premise of *Building ICE* is that, by allowing staff to learn from outside experts and apply what we learn, we will set the groundwork for the long-term integration of inclusive and culturally responsive evaluation practices in our work. Therefore, an important part of the *Building ICE* project is that participants have the chance to build both the knowledge and the skills necessary to implement inclusive and culturally responsive evaluation practices. To ensure growth in skills, the Internal Working Group will conduct three Evaluation Mini-experiments that integrate what we learning into ongoing evaluation studies. As these practices become more and more integrated, this increased capacity will ensure that MOS becomes better at gathering data to inform the creation of experiences for our entire community, including groups underrepresented in STEM.

To sustain the benefits of *Building ICE*, we will create an Evaluation Position Paper and Training Materials about the use of inclusive and culturally responsive practices in our evaluations. These materials will be shared through MOS's intranet so that they can be accessed by all staff. The Training Materials will be used as a part of the on-boarding process for new staff. The Position Paper will hold MOS accountable for continuing to incorporate inclusive and culturally responsive evaluation techniques at MOS moving forward.

Schedule of Completion

Project Year	Year 1											Year 2												
Calendar Year	2019		2020									2021												
Month	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
Meetings with Katrina Bledsoe																								
Evaluation review																								
Evaluation review reporting																								
Internal working group meetings																								
Professional development workshops																								
Create training materials																								
MOS R&E implementation mini-experiments																								
Write and review MOS inclusive evaluation position paper																								
Project evaluation deep reflection and assessment																								
Project evaluation workshop data collection																								
Project evaluation reporting																								
On-Going Review of MOS Evaluation Practices																								
Internal Working Group																								
External Project Evaluation																								