



National Leadership Grants for Museums Sample Application MG-10-13-0074-13 Project Category: Learning Experiences

USS Constitution Museum

Amount awarded by IMLS:	\$280,623
Amount of cost share:	\$286,936

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Engage Families: Intergenerational Programs in Museums and Libraries **Abstract**

The project: The USS Constitution Museum (USSCM) seeks to identify characteristics of family programming that result in active intergenerational engagement, enjoyment, and learning in museums and libraries. A rigorous iterative prototyping process at the USSCM and in libraries across Massachusetts will be followed by broad dissemination of the findings to museum and library professionals locally and nationally. The project seeks to create a robust yet flexible set of guidelines for creating genuine intergenerational learning experiences. *Engage Families* will uncover the sufficient and necessary conditions for intergenerational learning (IGL) by creating a laboratory for experimentation, where the project team plays with ideas for IGL and tests, modifies, and then retests with families. The sharing of the resulting models and the compilation of practical actionable tips will advance professional practice by providing a toolkit for museum professionals and librarians to develop programs that engage both children AND adults.

The need: Families are a large and vital museum and library constituency, yet few programs are available that encourage children and their adult caretakers to learn and laugh together. Although museums and libraries often list “family programs” among their offerings, a close study of these programs suggests that institutions often employ that moniker for any programming designed for children, whether or not adult participation is also desired. Practitioners agree that there is a lack of understanding about how to move from “parent involvement” (helping with crafts) to “parent engagement” (interaction, learning). Understanding the needs of families in intergenerational programs, consciously meeting those needs, and fostering dialogue across ages supports the creation and sustainability of a nation of learners.

Campaign for Grade-Level Reading: This project will focus its examination of intergenerational family programming elements during the summer in libraries to integrate the Campaign for Grade-Level Reading, specifically addressing the challenge of summer reading loss. Program components will be prototyped over two summers and the topics will be selected to align with the national summer reading program themes designated by the Collaborative Summer Library Program.

Project outputs: Drawing upon experts in the fields of family learning, family literacy, evaluation, and museum and library programming, this project will focus on intergenerational family programming in a systematic fashion that will advance professional practice. The project will have two specific goals: (1) Identify strategies (developed through a two-year iterative prototyping process at the USSCM and in libraries) that libraries and museums can use to develop intergenerational programming that encourages family engagement and learning, and (2) Broad dissemination of practical and actionable strategies through print (articles, summary publications), conferences (local and national), professional development workshops, and online resources (expansion of the Museum’s family learning clearing house, familylearningforum.org).

Project outcomes: Through the training tools developed, museum and library professionals will gain the resources and feel supported in their endeavor to facilitate family interaction and learning through programming. The project will promote dialogue within the museum and library fields on the subject of intergenerational learning that appeals to all ages. Professionals will gain appreciation for the positive impact this type of programming can have on families, including supporting family literacy and expanding families’ view of libraries and museums as resources and locations for experiences for the whole family.

A model project: *Engage Families* is an innovative collaboration that will fill a void in museum and library literature, curricula, and practice on how to develop genuinely family programs that engage children AND their adult caregivers.

The Timeframe: November 1, 2013 – October 31, 2016.

Engage Families: Intergenerational Programs in Museums and Libraries

1. Project Justification **The project:** The USS Constitution Museum seeks \$280,623 to identify characteristics of family programming that result in active intergenerational engagement, enjoyment, and learning in museums and libraries. A rigorous iterative prototyping process at the USS Constitution Museum and in libraries across Massachusetts will be followed by broad dissemination of the findings to museum and library professionals locally and nationally. The project seeks to create a robust, yet flexible, set of guidelines for creating genuine intergenerational learning experiences. *Engage Families* will uncover the sufficient and necessary conditions for intergenerational learning (IGL) by creating a laboratory for experimentation, where the project team plays with ideas for IGL and tests, modifies, and then retests with families. The sharing of the resulting models and the compilation of practical actionable tips will advance professional practice by providing a toolkit for museum professionals and librarians to develop programs that engage both children AND adults.

The need: Families are a large and vital museum and library constituency, yet few programs encourage children and their adult caretakers to learn and laugh together. Although “family programs” are often listed in museum and library offerings, a close study of these programs suggests that institutions often employ that moniker for any programming designed for children, whether or not adult participation is also desired. When the USS Constitution Museum (USSCM) sought to gather information on family programs defined as successful by the art, science, children’s, and history museums across the United States who designed them, USSCM staff found that only 6 of 76 (8%) were truly designed for intergenerational participation and engagement. The programs submitted for inclusion on the Museum’s website dedicated to family learning (familylearningforum.org) most often were special event days or children’s activities (crafts, scavenger hunts) in which adult participation isn’t required, and when it does exist, is more in a supervisory role than a learning role. Why include a family group’s adults in facilitated programming? Studies show that children’s play is more likely to result in learning when adults are involved. In their article, *When Parents Stand Back is Family Learning Still Possible?*, Elizabeth Wood and Barbara Wolf conclude that active participation by adults encourages children to remain at activities longer, thereby “contribut[ing] positively to learning for both the child and the adult.” However, as facilitators at the Please Touch Museum learned, most parents in a family group see their role as supervisory rather than as a facilitator. Museum educators, such as Griff Davies of the Livesey Museum for Children in London, lament the lack of adult participation: “I also think that the adults in family groups have responsibilities in terms of getting involved themselves and engaging with their children in the museums they visit, not just waiting for something to happen.” Despite this acknowledgment, there is a lack of models and discussions of successful techniques that museum professionals can employ to encourage parents to stay involved and to provide parents with the tools to feel comfortable doing so. Family Learning leader Lynn Dierking confirmed that in her experience, “Finding genuinely family programs that are dealing with adults and children is difficult.” Dierking observed that *Engage Families* “offers a new paradigm for considering family programming.” “Research shows that intergenerational engagement in programs is significant,” adds museum specialist Beverly Sheppard, “but it isn’t being discussed.” Practitioners agree that there is a lack of understanding about how to move from “parent involvement” (helping with crafts) to “parent engagement” (interaction, learning). A literature review in library and museum journals reveals that there are scant resources that address this gap in professional practice. [See Supportingdoc 1] The void is also evident in a survey of museum and library academic programs that shows that few professional curricula include a discussion of family programming, and that when they do, it is cursory at best. Representing the Graduate School of Library and Information Science at Simmons College, Dean Michele Cloonan characterizes this project as “something new.” Cynthia Robinson, Director of the Tufts Museum Studies Graduate Program, states “programming is a real key to success for museums,” and this project “is exciting... it is moving the museum field forward.”

The opportunity: Understanding the needs of families in intergenerational programs, consciously meeting those needs, and fostering dialogue across ages supports the creation and sustainability of a nation of learners. “During childhood people develop a foundation for lifelong learning,” writes Dierking with John Falk, “family members play a vital role in helping children develop a joy for learning and an understanding that learning is a process, something that all children *and* adults do, all their lives.” Furthermore, results of a study by Jessica

Luke and Dale McCreedy showed that family programs in science museums help parents “acquire valuable resources for engaging in their child’s schooling – more informal, less hierarchical interactions with teachers; more camaraderie with other parents; more comfort and confidence with science; and more opportunities to see themselves as capable of facilitating their child’s science learning.” The results suggest that “museums have an important role to play in fostering parents’ efficacy and capacity for involvement in their children’s education.” Parallel studies show the importance of adults’ engagement in supporting their child’s literacy. As Rebecca Dyer writes in *Successful Strategies in Family Literacy*, “the parent education component [of family literacy], provides parents with information and support as they strive to be their child’s first teacher, an advocate for their child, and a partner in their child’s education.” However, adults do not always possess the tools necessary to know how to support their child’s literacy development. Museums and libraries are important community tools in teaching adults the skills and confidence to aid their children. As Falk found, “Museum experiences...help visitors feel competent and satisfied so that they will repeat the activity.” Successful intergenerational programming can provide adult caregivers the confidence and tools they need to guide their child’s literacy and cultural development. Evidence suggests that families are looking for genuine family experiences. Market research done by Reach Advisors demonstrates that today’s families with Generation X parents (ages 29 to 43) seek authentic, hands-on, active experiences that can be shared by all family members. Museums and libraries have the opportunity to demonstrate that they have value to the local community as they seek to build a repeat audience through engaging programs that showcase cultural institutions as fun and exciting places for hands-on learning. By focusing on how to serve families today, museums and libraries can increase not only present visitation but also future attendance. Falk and Dierking found that the adults most likely to visit museums and bring their families are those who visited museums as a child with their families.

Campaign for Grade-Level Reading: This project will focus its examination of intergenerational family programming elements during the summer in libraries to integrate the Campaign for Grade-Level Reading, specifically addressing the challenge of summer reading loss. Program components will be prototyped over two summers and the topics will be selected to align with the national summer reading program themes designated by the Collaborative Summer Library Program. This 49-state collaborative distributes thematic materials for libraries to build summer literacy programs. However, it doesn’t include programs for families, so *Engage Families* can help libraries to fill that void. Family literacy advocates in Massachusetts endorse this project, stating that increased family exposure and engagement in cultural institutions, especially in low-income communities, has the potential to support family literacy and combat summer reading loss through increased comfort level in libraries and museums, the introduction of new vocabulary, conversation, and concept exposure. Reading is Fundamental states, “Summer programs can demonstrate the power of informal learning experiences, such as reading and discussing books for pleasure and gaining exposure to new cultures and ideas.” According to the National Summer Learning Association, during the summer “low-income students ... lose more than two months in reading achievement.” “We know that children who can read by third grade have a better chance to succeed in their adult lives,” said Massachusetts Governor Deval Patrick, and “family engagement is a critical part of developing those literacy skills.”

The audience: Museum and library professionals are the target audience for this project. The value of, and need for, this project grew out of conversations with museum professionals at a 2010 American Association for State and Local History session on family programs attended by fifty professionals and led by USSCM staff. During the session, Director of Collections and Learning Sarah Watkins and Manager of Academic and Family Programs Rebecca Crawford shared a working list of characteristics that might encourage intergenerational engagement in programs. The list, detailed in the Project Work Plan section of this proposal, was developed in consultation with the Museum’s 2010 Family Learning Steering Committee. A lively discussion ensued during which the audience of museum professionals expressed great interest in re-imagining the definition and conditions necessary for engaging intergenerational family programming. In 2012 Museum staff used the list of potential characteristics as a starting point to develop intergenerational programs in the Museum’s galleries and in an outreach family program for libraries. Staff discovered that to be truly useful the list of characteristics needed to be tested and supported by an iterative prototyping process and that a robust and flexible strategy was required. As the USSCM strengthened its partnership and offerings to libraries through a free activity book distributed to over 350 libraries and free library programs funded by the Massachusetts Board of Library

Commissioners (MBLC), an alignment of need became immediately apparent. [See Supportingdoc 2] Rob Maier, MBLC Director, describes the synergy as a “congruence of interest” among museums and libraries focusing on family engagement. *Engage Families* is significantly strengthened by the involvement of both museum and library professionals in the project’s planning and implementation. [See Supportingdoc 3] The project will focus on identifying replicable design and implementation techniques that have broad application for families in museum and library settings. Feedback will be continually solicited from museum and library professionals to ensure that practical suggestions integrate a wide range of needs, and are directly applicable in a range of settings. Working together on this project will have the added benefit of breaking down the silos that exist between museum and library professionals. Through a series of Roundtable discussions and Public Forums, the project will create opportunities for learning from and about each other that can pave the way for future collaborations. The ultimate beneficiaries will be families better served and supported through museum and library programs that encourage conversation, engagement, and learning. [See Supportingdoc 4]

Project results: Drawing upon experts in the fields of family learning, family literacy, evaluation, and museum and library programming, this project will focus on intergenerational family programming in a systematic fashion that will advance professional practice. The project will have two specific results: (1) Identify strategies (developed through a two-year iterative prototyping process at the USSCM and in libraries) that museums and libraries can use to develop intergenerational programming that encourages family engagement and learning, and (2) Broadly disseminate practical and actionable strategies through print (articles, summary publications), conferences (local and national), professional development workshops, and online resources (expansion of the Museum’s family learning clearing house, familylearningforum.org).

The USS Constitution Museum is uniquely qualified to help museums and libraries engage families.

Through a 2004 IMLS National Leadership Grant, the USSCM staff worked with leaders in the field of family learning to identify best practices to stimulate family audiences in conversation about history in museum galleries. The USSCM demonstrated that techniques to engage families in science exhibits also work with families in history museum exhibits. The impact on the Museum has been profound. With its family focused approach to exhibits, visitor satisfaction has increased dramatically. Voluntary donations are a measurable indicator of visitor satisfaction and they have increased by over 50% per visitor, from an average of \$.37/visitor with traditional exhibits to the current average of \$.87/visitor. Extensive formative evaluation with over 2500 families showed that families stayed three times longer in the USSCM exhibit designed to encourage intergenerational engagement, and that they had more conversations and more fun, laughing and learning together. About our approach to exhibits, a grandfather wrote “You managed to keep two octogenarians and three teenage boys thoroughly engaged. No mean feat in either case.” [See Supportingdoc 5]

The USS Constitution Museum is uniquely qualified to disseminate findings. Staff has expertise in family learning and a proven ability to broadly and effectively disseminate findings that advance professional practice. Supported by IMLS funding, USSCM staff has helped museum professionals learn practical, low-cost techniques to engage intergenerational audiences in history exhibits. Over the last nine years, USSCM staff (and *Engage Families* project staff) has reached more than 16,000 professionals through workshops, articles, and the online toolkit, familylearningforum.org. “The USS Constitution Museum did not stop with its own learning,” praises Beverly Sheppard, “but has been energetic and creative in sharing its commitment to families in museums...no institution has contributed so much to the experience of families learning together.” In support of the USSCM’s family learning initiative, Cynthia Falk, professor at Cooperstown Graduate Program, wrote, “[It] is exemplary because it benefits not only the individual museum but the museum profession as a whole.” About the Museum’s dissemination efforts, Lynn Dierking stated that it has “inspired and helped other small- and medium- sized institutions undertake such transformation themselves.” In 2011 the Museum’s Family Learning Project was recognized by AASLH for its contribution to the field through its selection as an Award of Merit winner by the Leadership in History awards committee. This Leadership in History Award is the nation’s most prestigious competition for recognition of achievement in state and local history. [See Supportingdoc 6]

2. Project Work Plan

PHASE I: THEORETICAL FRAMEWORK

To date, much of the research available on families in museums focuses on their interaction with exhibits. This work helps to lay the theoretical groundwork upon which to examine family interaction in programming. Dierking and Falk led the way with their seminal study, *The Museum Experience*. According to their research, it is the “social interactions” which they list as questions, discussions, conversations, glances, and touches related and unrelated to the museum that result in family learning, enjoyment, and “meaning-making.” Families, write Dierking and Falk, “personalize the information they are processing, all within the context of the social interaction of the group.” In order to encourage this interaction, Dierking and Falk found that exhibits should permit “group participation” that “contextually reinforce[s] experiences for the group.” As they describe in a later study, exhibit spaces (and, the USSCM would posit, programs) are most successful when they “encourage all groups to work together, interact, share stories, and generally engage in inquiry and conversation.”

Minda Borun of the Franklin Institute studied the characteristics of exhibit design that encouraged families to engage with each other in science centers. The result of the study, known as Philadelphia/Camden Informal Science Education Collaborative (PISEC), was a list of seven characteristics of family-friendly exhibit design. They are: Multi-sided, Multi-user, Accessible, Multi-outcome, Multi-modal, Readable, and Relevant. These served as the basis for USSCM’s work to develop a hands-on, interactive exhibition in a history museum that caused social interaction within families.

Seeing the power of having a set of guidelines to encourage family engagement in exhibits, USSCM staff asked its 2010 Family Learning Steering Committee to consider what guidelines for intergenerational programs might look like. Inspired by PISEC and grounded in family learning theory, the characteristics discussed included:

- Collaborative (families can participate together)
- Multi-modal (appeals to different learning styles)
- Minds-on (families are learning a skill, information, or about their family)
- Inquiry-based (facilitates conversation)
- Multi-outcome (many options for inquiry and discovery, not one “right” answer)
- Authentic (connects to real content)
- Relatable (families are able to make meaning from experience/personal connections)
- Fun (all ages have an enjoyable, social experience)

Engage Families will use this working list of characteristics as a starting point for this project.

PHASE II: SETTING THE PROJECT IN MOTION

First Roundtable discussions about the state of family programs [November 2013]: During November (Family Literacy Month in Massachusetts), the Museum and the Massachusetts Library System (MLS) will host a series of roundtable discussions across the Commonwealth to discuss the state of programs that encourage family learning in museums and libraries today. The roundtables will provide an opportunity for museum and library professionals to discuss ideas about components that encourage intergenerational learning and engagement and the challenges they face. The professionals who attend this meeting will answer a survey developed with the Project’s Evaluator to gather information about the participants’ comfort level working with all ages and to solicit information about the type of resources they need. A summary of the roundtable discussion will be added to the Museum’s family learning website, familylearningforum.org.

Engage Families Steering Committee: A distinguished group of professionals, including a family learning expert (Dierking); museum program experts (Nielsen, Sheppard); library program specialists (Babb, Mazza, Snow); and family literacy advocates (Quezada, Salvadore, Rodriguez), have agreed to serve as the Steering Committee to guide the investigations and offer their expertise to the Project and the field. The Committee will be responsible for guiding the Project and re-directing the team if necessary. The Project Team will be in contact with the Committee throughout the three years and will convene for two days at the beginning of each grant year. Museum President Anne Grimes Rand will serve as the facilitator for each Steering Committee meeting to ensure that the meetings are effective and efficient.

First Steering Committee meeting [Winter 2013]: Prior to meeting, each member of the Steering Committee will prepare a list identifying what they consider to be the top five characteristics of engaging, intergenerational programs, and the top five things they consider as obstacles to this type of programming with suggestions for solutions. During the first meeting the Committee and project staff will discuss strategies that foster

intergenerational learning and engagement in programs based on the available literature, theory, and practice. The Committee will consider ideas from the roundtables, their own lists, and build on the list of potential characteristics drafted by the Museum's 2010 Family Learning Steering Committee. The Committee will discuss concepts to add, drop, and change. The Committee will discuss a range of techniques that may be employed in museums and libraries, such as hands-on components, problem solving challenges, literacy-based activities, and questioning techniques. A prioritized list of characteristics to prototype will result from this first meeting. A summary of the Committee meeting will be added to familylearningforum.org.

PHASE III: DEVELOPING, TESTING, AND MODIFYING PROTOTYPE PROGRAM ELEMENTS

Identifying program characteristics and strategies to test [Winter 2014, Winter 2015]: Following the Committee meeting, Project Staff and local members of the Committee will meet to discuss the prioritized list of characteristics and program elements to prototype. The subjects used in the prototype program elements will align with the Collaborative Summer Library Program themes. In summer 2014, it is "Science," and in 2015, "Heroes." Working within these themes, the Museum will use USS *Constitution* and her 1812 crew as subject matter and will draw on hands-on activities from its *Old Ironsides Activity Book*, available for free to all libraries in Massachusetts. For example, in preparation for summer 2014, Project Staff might develop an "Out Run, Out Gun" program that teaches about *Constitution's* innovative design by encouraging families to work together to design a ship (using aluminum foil) that can carry a maximum load of cannon (represented by marbles) and that is fast (tested in a water tank using a fan). A program like this fits a number of the proposed characteristics – it is collaborative; minds-on; inquiry-based; multi-outcome; authentic; and fun.

Evaluation: The USSCM is exemplary in its commitment to evaluation and its staff has developed expertise in performing and utilizing evaluation and visitor studies. Staff will partner with Marianna Adams of Audience Focus to develop evaluation instruments and approaches. Adams will assist in structuring evaluation tools and discussion sessions offering families a chance to provide feedback on the components. [See Supportingdoc 7]

Testing the prototypes [Spring/Summer 2014 & 2015]: Museum staff will experiment with a number of programs that utilize potentially effective design and facilitation techniques in the spring and summer of 2014 and 2015. The USSCM's location and policy of admission by donation allow the Museum to serve a geographically, racially, and socio-economically broad family audience of over 350,000 annually. During the summer, the majority of the Museum's family visitors are tourists. This type of one-time visitor population lends itself well to being able to test and retest the same programs to a new audience again and again. Through its study of family engagement in exhibits, the Museum found that its galleries are a useful laboratory for the field and that findings are transferable to other museum settings. To see if these same prototype programs will work in libraries and to see how they can be used to help combat summer reading loss, Museum Project Staff will repeat the USSCM programs in libraries over the summer. Project Staff will replicate the facilitation and testing in 10 partner libraries across the state during the summers of 2014 and 2015 as part of their summer program offerings. The libraries will be selected to represent a diverse range of communities from inner city to rural. The Boston Public Library System with its 25 neighborhood branches and three other libraries (Watertown, Sudbury, Monson) across the state have already volunteered to be test libraries. The USSCM has chosen to test in a series of libraries due to the varied communities libraries serve.

The Museum will collaborate with the Family Literacy Consortium of the Massachusetts Department of Elementary and Secondary Education to invite families who are defined as "hard to reach families," those who are often low income and are not already coming to museums and libraries, to attend the prototype programs. This invitation is critical since children from these families are most often at risk of falling behind in reading during the summer. According to a California study, "Nearly two-thirds of all parents (65 %) say they wish they knew about more summer programs that fit their budget" and "more than 4 in 10 parents living in rural areas said that quality summer programs are not available in their neighborhood."

Information about the effectiveness of programming to foster intergenerational engagement and learning will be based on observation, surveys, and conversation with families. This is an iterative process involving several rounds of testing and revision. Project Staff will collect formative data and electronically forward it to Adams, who will tabulate and analyze it, then write a report providing recommendations for staff. Reports on formative testing will guide revision of the program components, and will be posted on familylearningforum.org.

Public Forum and Second Steering Committee meeting [November 2014]: The Museum and the Massachusetts Library System will host a day-long Public Forum for museum and library professionals at the Museum to discuss the Project Team’s experiences and lessons learned through the first year of the prototyping process. In addition to presentations from Project Staff and Adams, it will feature Steering Committee members Dierking, Neilsen, and Salvadore, who will share their expertise in family learning, programming, and literacy. The public forum will be recorded and added to familylearningforum.org as a lasting resource. The Project Evaluator will prepare a survey for participants to evaluate the effectiveness of this format, offer participants an opportunity to describe their challenges and needs, and determine if they consider the information provided to be helpful. **Refining the Plan:** The Steering Committee will meet the day after the Forum to review results from the first season of prototyping. The Committee will suggest refinements for the second spring and summer of prototyping and will suggest any changes to the Project’s course if necessary.

PHASE IV: SHARING THE RESULTS

Second Public Forum discussion and third Steering Committee meeting [November 2015]:

The Museum and MLS will host another day-long Public Forum discussion at the Museum to present the Project Team’s findings (Project Staff, Adams) from two summers of testing and to offer more perspectives from its Steering Committee (Sheppard, Quezada, and Snow). The discussion will be recorded and then added to familylearningforum.org. The Evaluator will survey the participants for their feedback and to determine if they have found these sessions and the information provided to be helpful. **Discussing the Impact:** The Committee will meet the day after the Forum to discuss the Project’s most useful and practical strategies and to consider those results which are most important to disseminate to museum and library professionals.

Dissemination [Fall 2014 -Fall 2016]: Dissemination of findings about practical intergenerational programming strategies and discussion of conditions that support IGL to library and museum professionals will be done through four primary activities:

1. Public Forums, Professional Development Workshops, and Conference Presentations: The USSCM will host Public Forums featuring project findings and Steering Committee expertise twice during the project. This format has proven successful before with over 100 museum professionals attending each free Public Forum hosted by the Museum in 2005, 2009 and 2010. Both Forums will be recorded, edited, and made available on familylearningforum.org. Staff will offer Professional Development Workshops throughout the state (and record one for inclusion in familylearningforum.org) as well as a New England Museum Association Professional Affinity Group Workshop for museum professionals. During these workshops, Project Staff will provide grounding in family learning and literacy theory, and disseminate intergenerational programming strategies through a series of PowerPoint presentations, question and answer sessions, and interactive training techniques. Project Staff will submit proposals for inclusion in four conferences, including American Library Association’s Midwinter Conference (Boston, 2016), New England Museum Association (2015), American Alliance of Museums (2016), and American Association for State and Local History (2016). When appropriate, Project Staff will co-present with a library partner.

2. Journal Articles: Project Staff will apply for a 2016 guest editorship for the *Journal of Museum Education* and submit articles for consideration to museum and library journals, including *American Libraries*, *Museum News*, and *History News*. Lynn Dierking has agreed to co-write one article with Project Staff.

3. Summary Publications: A series of articles emerging from this project will be compiled into a resource guide/tool kit submitted to AASLH for consideration as a technical leaflet and distributed to AASLH’s membership. Staff will separately produce and distribute a 20-page, full-color *Guide to Intergenerational Family Programming (Guide)*. The technical leaflet and the longer *Guide* will include a description of family programming and how to evaluate effectiveness, practical tips on how to design and facilitate intergenerational programming, and links to further resources. The *Guide* will also offer grounding in family learning and family literacy theory with a special emphasis on the opportunity to support summer reading initiatives and how to reach “hard to reach” families. The *Guide* will be offered for free to libraries and museums in Massachusetts; library and museum graduate programs across the country; and will be available as a PDF on familylearningforum.org. The USSCM will discuss publications with the Committee and circulate drafts for review.

4. Project Website (familylearningforum.org): Features of the website will include: Summaries of Steering Committee and Roundtable discussions including project documents such as surveys and participant comments; video recordings of Public Forum presentations and a professional development workshop; evaluation reports following each season of prototype testing; summary articles developed in the course of the project; information about reaching “hard to reach” families; information about the prototyping process; foundational pieces on family learning theory, summer reading loss, and family literacy; PDF of *Guide to Intergenerational Family Programming*; and an annotated select bibliography and linked articles (when copyright permits). Note: This represents an expansion of familylearningforum.org, which already includes rich resources on family learning, on the development and evaluation of family focused exhibits, and a description of family programs defined by the host institution as successful.

Project Management: The USSCM is confident in its ability to manage a project of this size and scope. The Museum benefits from stable leadership and committed staff who are veterans of project management at this scale. The core of the in-house Project Team (President, Director of Collections and Learning, Director of Exhibits) have a proven fifteen-year track record managing and executing complex projects with budgets of several million dollars and have led the Museum’s family learning initiative over the last nine years. **Museum Project Staff:** **President** Anne Grimes Rand will provide overall leadership of the project. Rand has 25 years of innovative leadership experience. **Director of Collections and Learning** Sarah Watkins will assume the Project Director responsibilities, providing oversight and direction of the project, its budget and staff, and contributing to publications and presentations. Over her last 17 years at the Museum, Watkins has led many successful museum and library initiatives including the award-winning game and online educational resource, asailorslifefor.me.org and the *Old Ironsides Activity Book*, distributed free to libraries across Massachusetts. Watkins is Chairman of the State Advisory Council on Libraries and a member of the Executive Board of the Massachusetts Library System. **Director of Exhibits** and Project Manager for the 2004 family learning project, Robert Kiihne will offer his expertise in evaluation, graphic design, prototyping, and website development. **Manager of Bicentennial Programs** Lauren McCormack’s current position will end and her time will be reallocated so she can serve as Project Manager. As Project Manager, McCormack will oversee the development of the family program components, expand familylearningforum.org, develop workshop materials and publications, supervise project staff, work with the evaluator to develop evaluation tools, and present at workshops. [See Supportingdoc 8] McCormack led the Museum’s high visibility programs and events commemorating the Bicentennial of the War of 1812. She has six years of program development and evaluation experience. **Manager of Academic and Family Programs** Rebecca Crawford will contribute to the design, facilitation, and implementation of family program elements. Crawford served on the project team of the Museum’s first family learning project and has expertise developing and delivering compelling and engaging programs for all ages. **Manager of Interpretation and Visitor Services** Jennifer Zanolli and the Museum **Educators** she supervises (staff who interpret in the galleries and who facilitate school and public programs) will assist with the design, delivery, and facilitation of family programming components tested in the museum. Zanolli has a strong foundation in family learning and visitor engagement. **Vice President & CFO** Adrian Bresler will administer the grant. She has an MBA and CPA with 25 years of accounting experience, and has administered dozens of government grants. Appropriate accounting procedures are already in place, and all key staff presently account for time on a project basis. **Engage Families Internships** will offer 4 museum studies students and library science students paid internships totaling 2,560 hours. They will facilitate programs, collect and input data, and assist with the promotion and administration of the Public Forums. [See Supportingdoc 9]

Steering Committee: The Steering Committee serves both guidance and oversight functions. At the yearly Steering Committee meeting and throughout the grant cycle, committee members will guide the Project Team, review evaluation results, and offer suggestions based on their expertise and experience. They will also be responsible for reviewing progress and working with the Project Team to adjust course, if necessary. Committee members will also share their expertise as speakers at the two Public Forums. As a group, their expertise includes family learning theory, family literacy, audience evaluation, professional development, and hands-on experience developing programs for family audiences at museums and libraries. The first two advisors listed also participated in the USSCM’s 2004 National Leadership Grant on family engagement and learning in exhibits and as presenters for its 21st Century grant to disseminate the findings. **Lynn Dierking** is a Professor of

Free-Choice Learning at Oregon State University and a renowned researcher and author on family learning in museums. **Beverly Sheppard**, former President and CEO of the Institute for Learning Innovation and Acting Director of IMLS, has conducted numerous studies of free-choice and family learning; her recent efforts explore techniques for successful family programs. **Heather Nielsen**, the Head of Community and Family Programs at the Denver Art Museum, has presented and published widely about her innovative interactive family programs. **Maria Salvatore**, the former Coordinator of Children’s Services for DC’s public library system, is an Adjunct Professor of Library Science at the University of Maryland and the literacy consultant for Reading Rockets. **Shelley Quezada** oversees the Literacy, Accessibility, and Underserved Population programs for the Massachusetts Board of Library Commissioners (MBLC) and is a professor at Simmons Graduate School of Library and Information Science. Her MBLC colleague and fellow Simmons professor, **April Mazza**, a former Youth Services librarian, works with Youth Services library departments throughout Massachusetts. **Susan Babb** is the Youth Services Advisor for the Massachusetts Library System and organizes their roundtables and professional development programs. **Jessica Snow** is the Youth Services Coordinator for all 25 branches of the Boston Public Library. The Massachusetts’ Department of Elementary and Secondary Education’s Family Literacy Specialist, **Kathleen Rodriguez**, coordinates the Massachusetts Literacy Consortium, a statewide initiative composed of state agencies, organizations, and community representatives. [See Supportingdoc 10]

Services: **Marianna Adams, President of Audience Focus, Inc.**, has extensive experience developing and evaluating programs for museums. She will develop evaluation tools, conduct evaluation training, and analyze the data collected. The Museum will also hire a videographer, prototype fabricator, and graphic designer for specific projects as needed throughout the grant.

Project Resources: The USSCM has the experience, personnel, and resources required to successfully implement this grant. This project leverages the Museum’s expertise in family learning, program development, evaluation, prototyping, dissemination, and project management and builds on its established relationship with the library community in Massachusetts. The USSCM has the infrastructure to make the project cost effective. The Museum’s facility includes a 100 seat theater for the Public Forums and the Museum owns a high definition digital recorder to film the presentations. The Museum also has large format printing capacity and a carpentry workshop for prototyping physical elements needed for the programs. familylearningforum.org is an established resource for museum professionals (with over 35,000 visits). Page templates and style guidelines are established to allow for the site’s expansion included in this project’s proposal. **In-kind contributions:** Partnerships with MLS and MBLC will provide access to the library community and opportunities for sharing findings. The Massachusetts Department of Elementary and Secondary Education has committed a member of their Family Literacy Consortium to serve on the Steering Committee. Successful relationships with AASLH and the New England Museum Association will continue with publicity mailings and notices in publications.

Budget: The budget for this project is sufficient to accomplish the tasks outlined. There are funds allocated to publicize and host the Roundtables, Public Forums, and professional development workshops; to develop programs to test strategies; to hire an Evaluator to train staff and interns, prepare evaluation instruments for component testing and project evaluation, and report on findings; to hire four interns; to disseminate findings through familylearningforum.org, in journal articles, and in a 20-page *Guide*; for travel expenses and fees for the Steering Committee; for testing programs in libraries throughout Massachusetts; for disseminating findings at conferences; and to fund a 30-hour/week Project Manager to facilitate the project along with service providers (videographer, prototype fabricator, and graphic designer) to produce the necessary elements. The USSCM will contribute \$260,851 in staff time and resources to see this project through to completion.

3. Project Results Impact: *Engage Families* offers museum and library professionals the opportunity to better serve families through its identification and dissemination of techniques and a theoretical framework needed to design and facilitate intergenerational programs that encourage family engagement and learning. Through the training tools developed, professionals will gain confidence and feel supported in their endeavor to facilitate family interaction and learning through programming. The project will promote dialogue within the museum and library fields on the subject of intergenerational learning that appeals to all ages. Professionals will gain appreciation for the positive impact this type of programming can have on families, including supporting family

literacy and expanding families' view of libraries and museums as resources and locations for experiences for the whole family. Success will be measured using the following logic model.

Goal 1: To identify characteristics of family programs that encourage intergenerational engagement in museum and library programs

Learning Indicator	Applied to	Data Source	Data Interval	Goal
Outcome 1.1: The Intergenerational Programming Strategies (IPS) developed through this project are applicable to museum and library professionals across a variety of settings and approaches.				
Museum & library professionals perceive that the IPS has a practical application in their practice	Museum & library program practitioners (N= 40-50 Museum & 40-50 Library professionals)	Survey	2016	51% of museum & library professionals rate the applicability of the IPS as high or very high

Goal 2: To develop innovative and practical family program strategies that foster interactive social learning in museum and library programs

Learning Indicator	Applied to	Data Source	Data Interval	Goal
Outcome 2.1: The Intergenerational Programming Strategies (IPS) foster and strengthen family engagement in museum and library programs.				
Families perceive programs that implement IPS as being enjoyable for all family members	Families visiting the USSCM and libraries (N=30 per strategy per site)	Observations/ Interviews	Spring/Summer of 2014 & 2015	51% of families rate the strategy high or very high for its enjoyability for all family members
Family interaction during programs that implement IPS is productive	Families visiting the USSCM and libraries (N=30 per strategy per site)	Observations/ Interviews	Spring/Summer of 2014 & 2015	51% of families display productive interactions when engaging with strategies
Outcome 2.2: The Intergenerational Programming Strategies (IPS) developed through this project are useful for museum and library professionals across a variety of settings and approaches.				
Museum & library professionals perceive that the IPS can be effectively implemented in their practice	Museum & library program practitioners (N= 40-50 museum & 40-50 library professionals)	Survey	2016	51% of museum & library professionals rate practicality of implementation of IPS as high or very high
Museum & library professionals want to implement the IPS at their own institutions	Museum & library program practitioners (N= 45 museum & 45 library professionals)	Survey	2016	51% of museum & library professionals say they will integrate IPS strategies in the next year

Goal 3: To provide museum and library professionals with resources necessary to develop effective intergenerational programming

Learning Indicator	Applied to	Data Source	Data Interval	Goal
Outcome 3.1: The expanded familylearningforum.org is a useful resource for museum and library professionals.				
Museum & library professionals perceive the expanded website as easy to access	Museum & library program practitioners (N= 45 museum & 45 library professionals)	Survey	2016	51% of museum & library professionals rate website as easy or very easy to access
Museum & library professionals perceive the expanded website	Museum & library program practitioners (N= 45 Museum & 45	Survey	2016	51% of museum & library professionals rate effectiveness of

contains effective family programming strategies	library professionals)			strategies as high or very high
Outcome 3.2: Professional Development Workshops and conference presentations build understanding of and knowledge about intergenerational learning through programs among museum and library professionals.				
Museum & library professionals perceive workshops as applicable to their practice	Attendees at professional development workshops	Survey	2016	51% of attendees rate the workshops' applicability as high or very high
Museum & library professionals perceive presentations as applicable to their practice	Attendees at conference presentations	Survey	2016	51% of attendees rate presentations' applicability as high or very high
Outcome 3.3: The <i>Guide to Intergenerational Family Programming</i> booklet is a useful resource for museum and library professionals.				
Museum & library professionals perceive booklet to be useful in creating future programs	Museum & library program practitioners (N= 45 museum & 45 library professionals)	Survey	2016	51% of museum & library professionals rate usefulness as high or very high

Benefits beyond the grant period: The USS Constitution Museum does not see this project as an isolated undertaking confined to this grant; instead, the Museum believes the greatest impact of this project extends well beyond the grant period. By identifying and then providing resources that describe a robust yet flexible set of guidelines for creating genuine intergenerational learning experiences in museums and libraries, *Engage Families* will have a lasting impact on professional practice for years to come. When describing the Museum's dissemination efforts from its family learning project focusing on exhibits, Lynn Dierking stressed its ongoing importance after the grant period ended: "As someone who has expertise in family learning and has been fortunate enough to be a part of the USS Constitution Museum's family learning initiative from the beginning, I know that these efforts have had a tremendous, lasting (and still evolving) impact on the field." It is with this eye towards contributing to professional practice that the Museum is committed to ensuring the broadest possible access to the findings throughout the entire project and beyond. Printed descriptions of useful and practical strategies for intergenerational family engagement, recorded training workshops and Public Forum presentations, and sample evaluation tools will be available on an ongoing basis to current and future professionals. Familylearningforum.org will serve as an online resource for professionals for years to come. The Museum is committed to disseminating these findings to both the museum and library fields beyond the close of the grant period, and will continue to propose workshop and conference sessions for professional conferences.

As museums and libraries, along with future graduates of museum studies and library science programs, incorporate the findings of this project into current and future programs, systemic changes will occur. At present, there is surprisingly little information on practical suggestions and applications related to intergenerational programming. This project will offer simple, inexpensive, and engaging strategies that museums and libraries across the nation can use now and in the future to help meet the needs of families.

Within the USS Constitution Museum's own walls, the findings of this project will advance its commitment and mission to "create a positive, memorable experience for both children and adults." Developing programs that appeal to different ages, interests, and learning styles is one of the USSCM's core values. The Museum's Strategic Plan identifies the development of family programs and dissemination of findings as a major goal. By testing and refining elements that enhance family learning, the Museum will create opportunities for young and old to learn together in a way that makes *Old Ironsides*, her stories, and her crew real and personally relevant. By exploring how to connect these topics with families in meaningful ways, the Museum will provide ongoing support for this project beyond the grant period. The USSCM welcomed over 400,000 visitors in 2012, the majority of whom visited as part of a family experience. The expertise in family programming which the staff will develop as the result of this project will have a direct impact on an estimated 4 million visitors within this museum alone during the first 10 years following the project's completion.

Schedule of Completion

Year 1 (Nov. 2013-Oct. 2014)	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Outcomes
Project Manager													Project Manager facilitates project activities and ensures timely achievement of goals
Advertise and hire for Year 1 Engage Families Intern													Identification of qualified candidate
Year 1 Engage Families Intern works													Intern conducts evaluation, data input, and assists with planning
Family Program Roundtables (multiple statewide) with museum and library professionals													Discuss state of the field and family program resources needed
Survey Professionals to determine attitudes towards family programming													Survey identifies the current state of the field of family programs including barriers and challenges
Steering Committee Meeting (2 day)													Steering Committee uses available data collected and advises on project's next steps
Project Manager and Evaluator prepare evaluation instrument													Evaluation tools created to study the efficacy of design and facilitation techniques created
Design and initial prototype fabrication (Theme: Science)													Program components are created ready to be prototyped
Evaluation training for USSCM Staff & Engage Families Intern provided by Evaluator													Staff and intern are prepared to utilize evaluation tools effectively
Advertise and hire for summer Engage Families Intern													Identification of qualified candidate
Summer Engage Families Intern works													Intern conducts program evaluation and inputs data
Evaluation training for summer Engage Families Interns provided by Project Manager													Intern prepared to utilize evaluation tools effectively
Program component evaluation, testing, redesign at USSCM													Test and redesign based on results of evaluations
Program component evaluation, testing, redesign at libraries													Test and redesign based on results of evaluations
Evaluation data analysis and development of written report (by Audience Focus)													Audience Focus provides written report to inform next steps in project
Advertise Public Forum													Attract a large audience of museum and library professionals to attend
Drafting Guide to Intergenerational Family Programs based on Year 1 results													Capture Year 1 results in writing
Uploading meeting notes, findings, etc. to Familylearningforum.org													Disseminating information to museum and library professionals

Schedule of Completion

Year 2 (Nov. 2014-Oct. 2015)	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Outcomes
Project Manager													Project Manager facilitates project activities and ensures timely achievement of goals
Drafting of <i>Guide to Intergenerational Family Programs</i> based on Year 1 results (continues)													Capture Year 1 results in writing
Disseminate Year 1 Findings via Familylearningforum.org													Wider audience becomes aware of project outcomes
Steering Committee Meeting, (2 days with 1-day Public Forum)													Steering Committee advises on project's next steps and presents at the Public Forum
Advertise and hire for Year 2 <i>Engage Families Intern</i>													Identification of qualified candidate
Year 2 <i>Engage Families Intern</i> works													Intern conducts evaluation, data input, and assists with planning
Evaluation training for USSCM staff/intern provided by Project Manager													Staff and intern are prepared to utilize evaluation tools effectively
Design and initial prototype fabrication (Theme: Heroes)													Program components reflect results of evaluations
Advertise and hire for summer <i>Engage Families Intern</i>													Identification of qualified candidate
Program component evaluation, testing, redesign at USSCM													Test and redesign based on results of evaluations
Summer <i>Engage Families Intern</i> works													Intern conducts program evaluation and inputs data
Evaluation training for summer <i>Engage Families Intern</i> by Project Manager													Intern prepared to utilize evaluation tools effectively
Program component evaluation, testing, & redesign at libraries													Test and redesign based on results of evaluations
Evaluation data analysis and development of written report (by Audience Focus)													Audience Focus provides written report to inform next steps in project
Advertise Public Forum													Attract a large audience of museum and library professionals to attend

Schedule of Completion

Year 3 (Nov. 2015-Oct. 2016)	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Outcomes
Project Manager													Project Manager facilitates project activities and ensures timely achievement of goals
Disseminate Year 2 Findings via familylearningforum.org													Wider audience becomes aware of project outcomes
Steering Committee Meeting (2 days with 1-day Public Forum)													Steering Committee advises on project's next steps and present at the Public Forum
Design and print <i>Guide to Intergenerational Family Programs</i> (Years 1 & 2)													Wider audience becomes aware of project outcomes
Present findings at NEMA Conference													Wider audience becomes aware of project outcomes
Present findings at ALA Conference													Wider audience becomes aware of project outcomes
Write article with Lynn Dierking													Wider audience becomes aware of project outcomes
Dissemination Workshops - Library and Museum Professionals													Wider audience becomes aware of project outcomes
Disseminate <i>Guide</i> to museums and libraries													Wider audience becomes aware of project outcomes
Write and submit Technical Leaflet AASLH													Wider audience becomes aware of project outcomes
Present findings at AAM Conference													Wider audience becomes aware of project outcomes
Present findings at AASLH Conference													Wider audience becomes aware of project outcomes
Guest Editor <i>Journal of Museum Education</i>													Wider audience becomes aware of project outcomes
Survey museum and library professionals to indicate impact of project													Final results of project are learned and evaluated