



## **Museums for America**

Sample Application MA-10-17-0327-17

Project Category: Learning Experiences

Funding Level: \$5,000 – \$500,000

## **Palo Alto Junior Museum & Zoo**

Amount awarded by IMLS: \$270,124

Amount of cost share: \$332,101

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 FY2018 Museums for America grant program differ from those that guided the preparation of FY2017 applications. This year, the maximum that may be requested from IMLS is \$250,000. Be sure to use the instructions in the FY2018 Notice of Funding Opportunity for the grant program and project category to which you are applying.

## Abstract

Nearly one in five Americans—including children—live with some type of disability. The Palo Alto Junior Museum and Zoo (JMZ) is passionately committed to the inclusion of people of all abilities and ages—particularly as we embark on building a new facility and visitor experiences scheduled to open in November 2019. The JMZ is requesting IMLS support for *Access From the Ground Up*, a three-year project to make the new facility and exhibits accessible to everyone and provide science learning opportunities to children with disabilities. Leveraging deep institutional commitment and our accessibility work to date, the JMZ will become more accessible to visitors, more engaged with the disability community, serving as a national model for inclusion for museums of all types and sizes.

This project will address the challenge of a lack of quality science learning experiences for the growing number of children with a variety of disabilities. Although ADA requirements and best practices set accessibility standards, most museums and zoos minimally accommodate for people with disabilities—and particularly without consideration to developmental disabilities, such as autism. The 2010 report, *Inclusion, Disabilities and Informal Science Learning* by the Center for the Advancement of Informal Science Education (CAISE), has greatly informed this project's development. Although the report "located a number of projects, initiatives, and organizations that have sought greater inclusion of people with disabilities in [informal science education]. These efforts are still the exception and not the rule." Through partnerships, professional development and engagement of the disability community, this project will create an accessible and inclusive visitor experience from the ground up.

Specific measurable objectives for the *Access From the Ground Up* project are in three areas:

**1. Partnerships** – The JMZ will grow existing, and develop new, partnerships with groups who serve children with disabilities, including engaging a long-term Accessibility Advisory Committee (AAC). Partners will provide expertise, assist with recruitment for evaluating new exhibits and Access Resources, and help with marketing JMZ offerings to their communities. The primary partner will be Inclusion Collaborative of the Santa Clara County Office of Education, which will provide professional development trainings to JMZ staff and select volunteers.

**2. Professional Development and Training** – This project will provide seven intensive training and professional development opportunities for JMZ staff and volunteers in order to heighten their knowledge about contemporary access issues so that we can better serve both children and adult visitors with disabilities. Ongoing training serves JMZ's commitment to an institutional culture of inclusion, as is outlined in our Strategic Plan.

**3. Accessible and Inclusive Exhibits and Visitor Experiences** – The JMZ will prototype, test, build, and remediate twenty-seven new permanent exhibits, a respite space (Calming Nook), and Access Resources for the new Museum and Zoo. These initiatives will enable us to strengthen opportunities for science learning by focusing on both physical and social access. JMZ will solicit input from a broad range of stakeholders in the disability community as staff develop, prototype and fabricate exhibits; and conduct formative and summative evaluation on innovative, access-focused science exhibits and Access Resources for the new building.

Specifically, this project will serve families of children with cognitive and physical disabilities (often children have multiple challenges) and JMZ staff and volunteers who serve visitors with and without disabilities. While this project's focus is on access for children with disabilities, there are spillover benefits for visitors of all ages, including elders with physical or cognitive challenges who often are part of the family group.

As a result of the *Access From the Ground Up* project, the JMZ will achieve its goals to build more and deeper relationships with families who have children with physical and developmental disabilities and the providers who serve them. Through professional development and training this project will better prepare staff and volunteers to serve visitors with disabilities. By collaborating with people who have disabilities throughout the exhibit development process, the JMZ will build a Museum and Zoo from the ground-up that will be a model for inclusion and access—exemplifying the inclusion of people with disabilities throughout the design process and the innovation that people who experience the world differently can bring to that process.

## 1. Project Justification

What do you propose to do?

Nearly one in five Americans—including children—live with some type of disability. The Palo Alto Junior Museum and Zoo (JMZ) is passionately committed to the inclusion of people of all abilities and ages—particularly as we embark on building a new facility and visitor experiences scheduled to open in November 2019. The JMZ is requesting IMLS support in the amount of \$270,124 for *Access From the Ground Up*, a three-year project to make the new facility and exhibits accessible to everyone and provide science learning opportunities for children with disabilities. Leveraging deep institutional commitment and our accessibility work to date, the JMZ will become more accessible to visitors and more deeply engaged with the disability community. The project will be a national model for inclusion for museums of all types and sizes.

The *Access From the Ground Up* project goals are to 1.) Deepen the impact of the JMZ by building relationships with families who have children with physical and developmental disabilities and the providers who serve them; 2.) Develop science, technology, engineering, and math (STEM) exhibits and Access Resources in collaboration with provider organizations and people with disabilities; and 3.) Embed access and inclusion into all aspects of our business practices through professional development.

Specific measurable objectives for the *Access From the Ground Up* project are in three areas:

**1. Partnerships** – This grant will enable the JMZ to grow existing and develop new partnerships with groups who serve children with disabilities. Partnerships will support the engagement of a long-term Accessibility Advisory Committee (AAC). The disability community is well-established in the San Francisco Bay Area and leveraging the involvement of key organizations within it will serve as an important strategy in the fulfillment of project goals (see list of partners and support letters in Supporting Document 1). Ten members of the AAC will meet at least three times each year to provide project consultation. Advisors will be community leaders, advocates for access and inclusion, and experts from local provider organizations. They will provide expertise, assist with recruitment for evaluating new exhibits and Access Resources, and help with marketing JMZ offerings to their communities.

The primary partner for this project will be the Inclusion Collaborative of the Santa Clara County Office of Education. Their mission *to ensure that children with disabilities and special needs have equal access to full participation in inclusive learning environments* makes them an ideal partner. As a clearinghouse organization, they support local schools and teachers, families and provider organizations. They are well-suited to participate on the AAC and to assist with marketing and recruitment of families and provider organizations. In addition to their contributions to the AAC, they will provide formal professional development trainings for JMZ staff and select volunteers.

Through *Access From the Ground Up* the JMZ will at least double our number of access partnerships. Currently, we partner with eight organizations. They have assisted us by advising on the new facility, providing volunteers with disabilities, and marketing Super Family Sundays. These events allow free and exclusive access to the JMZ for families who have children with disabilities. This project will allow the JMZ to deepen and increase the number of inclusion and access organizations with which they partner. It will also invite more direct participation from organizational leadership, including serving on the AAC.

**2. Professional Development and Training** – This project will provide seven intensive training opportunities about contemporary access issues so that we can better serve both children and adult visitors with disabilities. Four key staff will attend The Kennedy Center Leadership Exchange in Arts and Disability Conference (LEAD). Approximately, 95% of JMZ's year-round staff (30) and summer camp staff (20) have participated in basic inclusion trainings over the past two years. JMZ Educators have received two additional trainings facilitated by Special Education teachers. In spite of this, there is a need for more in-depth training for specific staff.

Our partner, the Inclusion Collaborative, will provide access training for 50 staff and 8 volunteers. In Year 1, they will facilitate three 1.5-hour trainings on Universal Design Learning for JMZ educators, exhibits staff, and front line staff. In Year 2 and 3, they will provide four hands-on trainings for these staff. Topics may include, "Behavior is a

Communication,” “Supporting Kids with Autism,” “Adaptations in Action,” or “Sensory Supports.” Ongoing training supports JMZ’s commitment to an institutional culture of inclusion, as is outlined in our Strategic Plan.

**3. Accessible and Inclusive Exhibits and Visitor Experiences** – The JMZ will prototype, build, and remediate twenty-seven new permanent exhibits, a respite space (Calming Nook), and Access Resources for the new Museum and Zoo. These initiatives will enable us to strengthen opportunities for science learning by focusing on both physical and social access. The 2010 report, *Inclusion, Disabilities and Informal Science Learning* by the Center for the Advancement of Informal Science Education (CAISE), has greatly informed the development of this project. The CAISE report states that inclusion in informal science education (ISE) must go “further than ensuring that people with disabilities can enter the buildings or use the exhibits, programs, and technologies that deliver such experiences. It also requires that people with disabilities be able to learn from such experiences and participate as a part of, and not separate from, the larger social group and community.” (CAISE, 2010) This project will allow JMZ staff to solicit input from a broad range of stakeholders in the disability community as staff develop, prototype and fabricate innovative access-focused exhibits and Access Resources for the new building.

Specifically, we will accomplish the following objectives in regards to an accessible and inclusive visitor experience:

**A. Create sensory-rich interpretive experiences in the Zoo** for people with disabilities. Children’s zoos, focused on human engagement with animals, are fertile ground for developing sensory-rich interpretive experiences. Seven hands-on exhibits, one for each new feature animal, will be developed and prototyped with people who have disabilities. These sensory-rich interactives will include tactile, sound, and smell experiences. For example, at the meerkat habitat, visitors will explore different meerkat calls. The exhibit will interpret the sounds, their meanings, and the social nature of meerkats.

**B. Enhance accessibility for the popular and inclusive Ball Machine exhibition.** In a 2015 accessibility review, this exhibit was commended for its universal design and for supporting visitors of all developmental abilities. Its collaborative interactives and accessible design offer both physical and social access—children of all abilities learn to negotiate, work together, share, and play together at this exhibit. This makes it an excellent candidate for expansion and enhancement of its physical access and sensory elements. For example, there are no sound features or front-approach wheelchair access points. During this project, people with disabilities will evaluate the existing Ball Machine interactives to provide ideas and inspiration for new sensory-rich elements. They will also test them.

**C. Develop and prototype STEM-focused exhibits for the Experiment exhibition** in collaboration with people who have disabilities. Currently in the initial planning phase, the Experiment exhibition will contain fifteen interactive, inquiry-based STEM exhibits that promote open-ended experimentation with an emphasis on sensory-rich, multi-modal experiences. This project will innovate on the sensory elements of science learning interactives. People with disabilities are essential to that process. Invariably, they experience the world differently. By seeking their input, we will undoubtedly uncover sensory and innovative approaches that we would not have otherwise.

The Experiment exhibition will demonstrate to parents that: *building a lifelong interest in STEM begins with a child’s innate curiosity and an exploration that engages all of their senses.* STEM exhibits will be chosen and developed for their open-ended exploration and sensory-rich opportunities. For example, a sand pendulum exhibit will pair music with the real time formation of sand patterns. This pairing will enhance the experience for children who are blind or visually impaired. At an exhibit about electricity, children will experiment with circuits that power outputs with different sensory pay-offs. A sculptural sound exhibit will employ vibrations that can be felt, thus increasing access for visitors who are deaf or hearing impaired. The success of some exhibits will rely on physical access. For example, an exhibit with balls floating on air will require design improvements for wheelchair access or a special housing to reduce sound from the air blower for visitors with sensory sensitivities. The design contributions of people with disabilities will ensure accessible and sensory-rich STEM exhibit experiences for all visitors.

**D. Provide Access Resources** to improve the visitor experience for people with disabilities. Targeted resources,

such as a Calming Nook room, a social story for visitors with autism, or zoo sensory touch boxes, will be developed and tested with guests who have specific disabilities. We will also contract with Lighthouse for the Blind and Visually Impaired, which has a track record of working with museums such as the Exploratorium and San Francisco MOMA. They will develop tactile wayfinding maps, and a braille and large print labels guide (see Supporting Document 1 for details). These resources will enhance a visitor's experience and send a message of welcome.

In order to accomplish these ambitious project goals and objectives, the JMZ will hire a part-time Access Project Coordinator to manage the project activities. This person will work 18 hours per week for 2.7 years. From experience implementing previous access initiatives, a dedicated staff person will be required to keep the project on schedule. To sustain access and inclusion beyond the project, the Access Project Coordinator will train three staff members to be Access Leaders. The Exhibits Director, Education Director, and Customer Service Lead will assume different responsibilities (see key staff for details). Each will dedicate 5% of her time to this role. Often museums concerned with access issues have one passionate champion in their organization. When that person leaves access may no longer be a priority. Assigning the championship of access to specific staff positions ensures sustained and long-term institutional importance.

What need, problem, or challenge will your project address, and how was it identified?

People with disabilities are the country's largest minority group, and this includes children with both physical and cognitive disabilities. The US Center for Disease Control and Prevention's recent estimates show that about one in six children, aged 3 through 17, have one or more developmental disabilities. Reflecting these national trends, in 2015-16, there were 125,486 students, K-12, enrolled in special education in the San Francisco Bay Area. While learning disabilities and speech or language impairments are the most common disabilities in special education, enrollment for children with autism is one of the most significant student growth areas. This project will address the lack of quality science learning experiences for the growing number of children with disabilities. Although ADA requirements and best practices set accessibility standards, most museums and zoos minimally accommodate for people with disabilities. They particularly fail to consider children with developmental disabilities like autism. Although the CAISE report (2010) "located a number of projects, initiatives, and organizations that have sought greater inclusion of people with disabilities in ISE. These efforts are still the exception and not the rule."

While many organizations see inclusion as an "extra" or "add-on," at the JMZ it is integrated in our Strategic Plan and institutional culture. The JMZ has been working on inclusion as a priority for six years and has grown its commitment over time. In 2010, we conducted a focus group-style "Community Conversation" with people who are parents of, or serve, children with disabilities (see Supporting Document 2). In response, staff researched accessibility best practices, engaged volunteers with disabilities, added an accessibility webpage, and began our popular Super Family Sunday events. To date, over 1,500 parents and children have participated in 19 such events. The reviewer of the JMZ 2015 ILMS/AAM Museum Assessment Program (MAP) Organizational Report said of the program, "The staff and Friends should be commended for this initiative. It goes beyond the basic ADA requirements and is instituting a culture that serves all of its visitors no matter what their abilities." Super Family Sundays are integral to the project's success. They will grow our family network, offer opportunities for formative and summative evaluation, and build staff commitment through first-hand experience with children with disabilities.

A \$25,000 grant from the David and Lucile Packard Foundation kick-started the JMZ Accessibility and Inclusion Initiative. Five access trainings were conducted for staff in 2015. Subsequently, staff identified the need for more in-depth training for JMZ educators, exhibits and front-line staff. Also in 2015, JMZ engaged universal design and ADA museum and zoo consultants in master planning for the new building and Zoo. They also conducted accessibility reviews of the current facility and exhibits. The consultants recommended the need for universal design, the development of an ADA checklist and policies, improvements to signage (such as font size, illustrations, braille), and a multi-sensory exhibits approach. In late 2015, we conducted two "Community Conversations" (see Supporting Document 2). Participants identified the lack of access in local museums, as well as specific needs which significantly informed this project. Recommendations include physical and social access to exhibits, improved access for children who are blind or visually impaired, a quiet place for visitors with autism, staff training, and

continued engagement in the design process. Since then, we have developed Access Resources, which have reinforced the need for additional resources in the new facility. As an outcome of this work in June 2015, the JMZ Accessibility and Inclusion Plan was developed for the new JMZ (see Supporting Document 3).

Who or what will benefit from your project?

Specifically, this project will serve these two audiences, where evaluation efforts will be focused:

- 1) Families of children with cognitive and physical disabilities (often children have multiple challenges)
- 2) JMZ staff and volunteers who serve visitors with and without disabilities

Creating an accessible experience for people with disabilities ultimately means the new JMZ will be a better experience for all visitors. While this project focuses on access for children with disabilities, there are spillover benefits for visitors of all ages, including elders with physical or cognitive challenges. We also acknowledge that if we do not design experiences that accommodate children with special needs, not only do we lose the opportunity to engage that child we also lose the visit of the entire family. Additional people who will benefit from this project are the members and staff of our partner organizations and our professional colleagues in museums and zoos.

How will your project advance your institution's strategic plan?

The *Access From the Ground Up* project originates directly from the JMZ's Accessibility and Inclusion Plan. Because of its importance, it has been integrated into the Strategic Plan 2017 – 2022 (to be approved in January 2017). The plan outlines actionable and measurable outcomes including the formation of the AAC, ongoing staff training, and prototyping of exhibits and Access Resources in collaboration with people who have disabilities (see Strategic Plan Summary and Supporting Document 3 for details).

How will your project address the goals of the Museums for America program and the Learning Experiences project category?

This project directly addresses the Museum For America program and Learning Experiences project goals. It strengthens the JMZ's institutional capacity to provide meaningful learning experiences for visitors of all abilities by 1) deepening existing *partnerships* with groups supporting children with disabilities; 2) conducting ongoing *training* of staff and volunteers on the needs of children and adults with disabilities; and 3) providing multi-sensory, accessible *exhibit components, interpretive tools, and respite areas* for the public.

The *Access From the Ground Up* project specifically addresses IMLS's 2017 priorities of collaboration with, and learning from, other community-based organizations through JMZ partnerships with organizations that support children with disabilities. The JMZ will provide service for diverse and underserved audiences in the community, including those with disabilities. Formative and summative evaluation is a priority for IMLS and for the JMZ. Dissemination of the evaluations will influence professional practices in the museum and zoo field. By investing in professional development of staff and volunteers at all levels, this project builds on existing capacity and allows JMZ team members to better serve visitors of all abilities and attract new families to the facility well into the future.

## 2. Project Work Plan

What specific activities, including evaluation and performance measurements, will you carry out?

When and in what sequence will your activities occur?

The timeline for the *Access From the Ground Up* project covers a 36-month period, from October 2017 to September 2020. To fulfill our goals to make our new facility and exhibits accessible to everyone and provide STEM learning opportunities for children with disabilities, we will undertake the following activities:

Oct. – Nov. 2017 - An Access Project Coordinator will be hired to oversee the project activities (see Resumes for job description). They will begin by engaging existing and new partners and by recruiting new families via our partners and Super Family Sunday network (350+ families). Prior to prototyping, feedback on initial exhibit concepts will be gathered during three focus groups (30 participants) facilitated by the Access Project Coordinator. Surveys conducted at Super Family Sunday events will serve as feedback on exhibit concepts. The JMZ will consult with the AAC and other experts on architectural and master planning prior to start of this project.

Dec. 2017 – May 2018 - The Exhibits team will work with these stakeholders to test concept and technical prototypes of Zoo sensory interpretive exhibits, the Ball Machine, and Experiment exhibit interactives in the Prototyping Lab at the temporary JMZ. During building construction, the JMZ will operate off-site for drop-in visitors at a local community center. Prototyping sessions will occur during five Super Family Sunday events, during three AAC meetings, and during three additional prototyping sessions—reaching at least 400 stakeholders in all. The Access Project Coordinator will recruit participants, facilitate the prototyping sessions, and create reports.

June 2018 – Jan. 2019 – Testing of more finished, technical prototypes will continue until Nov. 2018. As exhibit design fabrication drawings are completed, the Access Project Coordinator will support access elements by providing expertise and sourcing specific exhibit parts and vendors. Four staff (Education Director, JMZ Director, Exhibits Director, Access Project Coordinator) will attend The Kennedy Center LEAD Conference in Aug. 2018.

Feb. 2019 – Nov. 2019 - As exhibits are built and installed, fabricators need additional details and parts sourcing. The Access Project Coordinator will ensure that access elements are not compromised during this phase. In July 2019, the off-site temporary JMZ will close. Exhibit installation will begin in the new facility. The website will be redesigned by Oct. 2019. The Access Project Coordinator will provide content for accessibility webpages and expertise on ADA compliance and best practices. In Feb. 2019, the Access Project Coordinator will begin developing and testing Access Resources, developing accessibility policies and an ADA checklist to prepare for the opening in Nov. 2019. Marketing through the JMZ’s network of partners and families will begin in Aug. 2019.

Dec. 2019 – Sept. 2020 - Development of Access Resources and marketing will continue after the new JMZ opens. Summative evaluation will begin in Dec. and last through May 2020 and will inform the subsequent remediation to Access Resources and exhibit elements to be completed by the end of the project. The Access Project Coordinator, whose position will conclude in May 2020, will train three succeeding Access Leaders beginning in Jan. 2020. Dissemination of key findings from Summative Evaluation will begin in May 2020.

Throughout the course of the project, nine AAC meetings will be convened, fourteen Super Family Sundays will be held, three LEAD conferences will be attended, and seven staff trainings will occur. The Access Project Coordinator will manage interim IMLS reports, and dissemination of the project’s findings will occur periodically.

What are the risks to the project and are they accounted for in the work plan?

Prototyping of exhibits and Access Resources are activities associated with unknown outcomes, and this can be challenging. Formative evaluation informs the exhibit designs, therefore budgeting for exhibit access features is difficult. However, these unknown design outcomes are what drive the kind of innovation we seek. Being a small and nimble staff, we are willing to try new approaches and respond to feedback from stakeholders. The reviewer who conducted the JMZ 2014 MAP Community Engagement Report wrote, “Embrace ‘test and try’ as an integral part of the organizational culture. It was great to experience such open-minded thinking between the Friends Board, the City, and the staff. You have tested and tried so many things with limited resources and it is very much what makes the museum special and flexible to adapt to change. Adopt this as part of your values and organizational culture and you will transition to your new museum with the spirit of what has made you successful intact.”

Who will plan, implement, and manage your project?

Key JMZ staff who will be involved in this project include the following:

- Project Director: Tina Keegan, Exhibits Director, JMZ has been designing exhibits for 18 years at science and children’s museums with previous experience designing and prototyping exhibits with people with disabilities. Since 2010 she has led the JMZ Accessibility Initiative. In 2015, she participated in the California Association for Museums’ Accessibility Collaborative. As Project Director, she will provide direction and oversight. She will manage the Exhibits team, exhibit development process, and supervise the Access Project Coordinator. As an Access Leader, she will be responsible for exhibits, Access Resources, AAC, and Super Family Sundays.
- Access Project Coordinator – To be hired. This part-time position will manage the project activities, budget, and schedule with oversight from the Project Director. This position will be responsible for the development and

implementation of Access Resources and policies. The Coordinator will provide guidance and counsel on ADA and best practices for accessibility throughout the project.

- John Aikin, Executive Director, JMZ, brings 31 years of experience in museums and zoos. His backgrounds are in biological science, exhibit design, and institutional management. At the San Francisco Zoo, he managed projects that cost from a few thousand to tens of millions of dollars. He has extensive experience in the administration of grants and will ensure that the project is completed on time and within budget.
- Alexandra Hamilton, Education Director, JMZ, has over 29 years of experience in education and public museum programs. Committed to advancing JMZ's education programs, she will oversee the trainings and ensure that JMZ educators integrate their learning into their practice, and participate in exhibition development. As an Access Leader, she will be responsible for AAC, ongoing training, and accessible educational programs.
- Ines Thiessen, Customer Service Lead, JMZ, has been the office manager and led JMZ customer service for 18 years. As an Access Leader she will be responsible for customer service regarding accessibility requests, grievances, ADA weekly checklist, and use of Access Resources.
- Wendy Meluch, Principal, Visitor Studies Services, will be the project's summative evaluation consultant. Since 1997, Meluch has performed evaluations for many museums, including the Exploratorium and San Francisco Zoo. She facilitated the three community conversations at the JMZ that informed these project activities.

What financial, personnel, and other resources will you need to carry out the activities?

This project funds the Access Project Coordinator position, accessible exhibit elements and Access Resources, professional development, and support for hourly staff to attend trainings. The participation of partners, AAC members, and families who have children with disabilities is also a critical resource. Past experiences with these stakeholders indicate they are eager to be involved and are dedicated to the project's success.

How will you track your progress toward achieving your intended results?

The Access Project Coordinator, in collaboration with the Exhibits team, will track progress by managing the schedule and budget, and by creating reports with action items from AAC meetings, formative evaluations, exhibit meetings and prototyping sessions. The Exhibits Director and Executive Director will oversee the project ensuring it achieves its goals. Summative evaluation (detailed below and in Supporting Document 4) will measure whether the project has achieved its goals, and remediation will make improvements based on evaluation findings.

How and with whom will you share your project's results?

*Access from the Ground Up* will be a model project for small- to mid-sized cultural institutions (see letter from Elaine Heumann Gurian in Supporting Document 5). The CAISE report (2010) outlines “the lack of systemic and accepted professional standards for approaching the inclusion of all individuals—especially those with disabilities—presents the greatest challenge for making inclusion a routine and commonplace practice in the field” of informal science education. Through this project work, JMZ staff will provide resources for other museum and zoo professionals by hosting networking events (such as the Bay Area Arts Access Collective), presenting at professional conferences (such as ASTC, ACM, AZA, and LEAD), posting the project on ExhibitFiles, and writing articles about the project. Evaluation results will be shared by posting it on the JMZ website and [informalscience.org](http://informalscience.org).

### 3. Project Results

The first relevant Performance Goal for the project is *Learning: develop and provide inclusive and accessible learning opportunities*. The relevant Performance Measure Statements for families who have children with disabilities include: 1) *My understanding has increased as a result of this program/training;* 2) *My interest in this subject has increased as a result of this program/training.*

The second relevant Performance Goal for the project is *Train and develop museum and library professionals*. The relevant Performance Measure Statements for staff trained in the project include: 1) *My understanding has increased as a result of this program/training;* 2) *My interest in this subject has increased as a result of this program/training;* and 3) *I am confident I can apply what I learned in this program/training.*

These performance goals will be incorporated into a summative evaluation study by Visitor Studies Services. A



multi-modal research design will collect qualitative and quantitative data from various audience members and other stakeholders to address our research questions (see Supporting Document 4 for details). Online surveys will assess the effectiveness of partnerships and outreach. In-depth interviews with staff and volunteers will examine the impact of professional development and staff training. Targeted observations, exit interviews, and surveys will gather data and input from visiting families with and without special needs to provide insights on the effect of Access Resources and accessible and inclusive STEM exhibits for people with disabilities.

Describe your project's intended results that will address the need, problem, or challenge you have identified.

Through the *Access From the Ground Up* project, the JMZ will build deeper relationships with families who have children with disabilities and the organizations that serve them. As a result we will provide crucial access to STEM learning experiences for children with disabilities. By involving people who have disabilities throughout the development process, the JMZ will build a Museum and Zoo from the ground-up that will be a model for inclusion and access to other museums and zoos. This is essential to affecting change in our field. Professional development and in-depth training will better prepare staff and volunteers to serve families who have children with disabilities, thus addressing a problem identified by staff and parents. Access and inclusion will be integrated into all aspects of JMZ business practices and address the challenge of ensuring a sustainable future of access at the JMZ.

How will the knowledge, skills, behaviors, and/or attitudes of the intended audience change as a result of your project?

Families of children with cognitive and physical disabilities will have increased access to science learning experiences, thereby increasing their knowledge about STEM subjects and creating a positive feeling and long-term capabilities for science learning. For JMZ staff and volunteers, their knowledge and skills to serve families who have children with disabilities will greatly improve. Their behaviors and attitudes towards people with disabilities will change with increased empathy and desire to support these families. As a result, our practices will be transformed so that inclusion of people with disabilities becomes an engrained value of the new JMZ and is always considered in decisions affecting policies, planning and business practices.

What tangible products will result from your project?

The following products will result from the *Access from the Ground Up* project:

1. **Deeper Relationships and Partnerships:** The JMZ will have a robust network of families and organizations, to aid in marketing, to advise on future projects and to participate in STEM programming.
2. **Accessible Exhibits and Visitor Experience Access Resources:** This project will result in a Museum and Zoo built from the ground up with accessible and inclusive experiences. This includes twenty-seven new permanent Museum and Zoo exhibits that will be universally designed with accessible elements, a respite space (Calming Nook) for visitors with sensory issues, and Access Resources to support visitors with disabilities.
3. **Embedded Access in Business Practices and Trained Staff:** Through professional development and staff and volunteer training, this project will transform JMZ practices so that inclusion of people with disabilities is always considered. Tangible products will include access policies, an ADA weekly checklist, a redesigned accessible website, and a practice in place for ongoing staff training and professional development.
4. **Summative Evaluation Report:** The Summative evaluation report will document findings, inform remediation and future strategies, and be disseminated to the informal science learning field.

How will you sustain the benefit(s) of your project?

The JMZ Strategic Plan directs the project objectives be sustained over the long-term. The AAC will continue as the JMZ develops targeted accessible exhibits and projects in the future. The Access Project Coordinator will work with three designated staff in different departments to assume the responsibilities of Access Leaders. The Exhibits Director, Education Director, and Customer Service Lead will have different access roles and will support each other as work continues. This approach will build a solid foundation for the future of accessibility at the JMZ.

Creating an accessible and inclusive experience for people with disabilities ultimately means the new JMZ will be a better experience for all visitors. As a Museum and Zoo built from the ground up for accessibility, it will be a role model for other institutions—exemplifying the inclusion of people with disabilities throughout the design process and the innovation that people who experience the world differently can bring to that process.

**Palo Alto Junior Museum & Zoo  
Schedule of Completion**

	YEAR 1											YEAR 2									YEAR 3														
	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20
<b>Project Activity</b>																																			
<i>Access Project Coordinator will manage these activities</i>																																			
Position duration for Access Project Coordinator	[Gantt bar from Oct-17 to Sep-20]																																		
Engage Accessibility Advisory Committee	[Gantt bars: Oct-17, Feb-18, Jun-18, Oct-18, Feb-19, Jun-19, Oct-19, Feb-20, Jun-20, Oct-20]																																		
Partnership development with provider organizations	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Formative evaluation: 3 focus groups with people with disabilities	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Test concept prototypes with people with disabilities & experts	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Test technical prototypes with people with disabilities & experts	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Exhibit design & fabrication for access/inclusion exhibits	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Development of Access Resources, policies & ADA checklist	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Professional Development: Attend LEAD conferences (3)	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Staff Trainings (7)	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
<i>Super Family Sunday</i> events (14)	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Marketing to special needs community	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Summative Evaluation	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Remediation	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Train succeeding Access Leaders	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		
Reporting & Dissemination	[Gantt bars: Oct-17, Nov-17, Dec-17, Jan-18, Feb-18, Mar-18, Apr-18, May-18, Jun-18, Jul-18, Aug-18, Sep-18]																																		

**Phases below are provided for context.** They illustrate how project activities relate to the Architectural and Exhibit Development Schedules.

	Nov-19																													
<b>Architectural Phases</b>	[Gantt bar from Oct-17 to Nov-19]																													
Off-site temporary exhibits & Prototyping Lab open	[Gantt bar from Oct-17 to Nov-19]																													
Construction	[Gantt bar from Oct-17 to Nov-19]																													
Move In: landscaping, exhibit installation, furnishing, etc.	[Gantt bar from Oct-17 to Nov-19]																													
Soft Opening	[Gantt bar from Oct-17 to Nov-19]																													
Grand Opening	[Gantt bar from Oct-17 to Nov-19]																													
<b>Exhibit Development Phases</b>	[Gantt bar from Oct-17 to Nov-19]																													
Initial Concept Phase (Concept development, in process)	[Gantt bar from Oct-17 to Nov-19]																													
Design Concept Phase (Development & Concept Prototyping)	[Gantt bar from Oct-17 to Nov-19]																													
Design Development (Technical Prototyping & Fabrication Drawings)	[Gantt bar from Oct-17 to Nov-19]																													
Contracting	[Gantt bar from Oct-17 to Nov-19]																													
Fabrication	[Gantt bar from Oct-17 to Nov-19]																													
Installation	[Gantt bar from Oct-17 to Nov-19]																													
Evaluation & Remediation	[Gantt bar from Oct-17 to Nov-19]																													