



## **Museums Empowered**

Sample Application MA-40-17-0646-17

Project Category: Evaluation

Funding Level: \$25,001-\$250,000

### **Charles H. Wright Museum of African American History Detroit, MI**

Amount awarded by IMLS: \$174,400

Amount of cost share: \$311,778

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

## **Abstract**

**Applicant:** Charles H. Wright Museum of African American History

**Need:** The Wright Museum is in the process of creating a new strategic plan, to be unveiled in September 2017. To systematically grow its impact and donor base, The Wright has prioritized programming, marketing, and fundraising. But to build a truly sustainable organization, the Museum must ensure that its activities are fully aligned with the needs of its current and potential audiences. To that end, The Wright is seeking a grant that would build a culture of evaluation within the organization.

**Activities:** The Wright would partner with Kate Livingston (Founder and Principal of ExposeYourMuseum LLC) to create a customized, dynamic deep-dive into evaluation capacity building over the next three years. Livingston would be positioned as The Wright Museum's dedicated "evaluation coach," setting the strategy, demonstrating key evaluation tenants and methods, training and motivating Museum staff members, and then stepping aside as the Museum's internal team takes the lead on evaluation.

The Wright will create an interdepartmental Visitor Advocate Team of six staff members. The Wright will also partner with the Arab American National Museum during the grant period and host evaluation meet-ups with other organizations twice annually to expand the impact and share what we are learning.

**Benefits:** All activities will help The Wright better serve its more than 300,000 annual in-person guests. The project is constructed specifically to ensure sustained benefits, from bolstering key evaluation skill sets across Museum staff to developing a 3-5 year sustainability plan as the project draws to a close. The grant will: 1) implement and launch evaluation and visitor studies at the Wright Museum, 2) employ a mentorship model that positions an external evaluation consultant as coach and guide, supporting the Visitor Advocate Team as the primary drivers of the project work, 3) gain new insights about The Wright's audiences and potential audiences—inside and outside of the Museum, 4) promote an organizational culture of evaluative thinking across the Wright Museum's departments, and 5) lay the groundwork for evaluation capacity building with colleagues and peer institutions in Detroit.

**Outcomes:** Tangible products from the project include evaluation instruments, protocols, and presentations, as well as process evaluation reports and blog posts. The Museum will share any external reports and presentations resulting from the project on its website and InformalScience.org. We will also make our evaluation instruments available on our website, so that other museums and cultural institutions could use or adapt.

**Measuring Success:** The Wright will use process evaluations throughout the project time-line. We will also use evaluation readiness assessments at the beginning and end of the project to assess how knowledge, skills, behaviors, and attitudes have shifted as a result of this work.

## PROJECT JUSTIFICATION

This grant would allow the Charles H. Wright Museum of African American History in Detroit to team with Kate Livingston (Founder and Principal of ExposeYourMuseum LLC) to create a customized, dynamic deep-dive into evaluation capacity building. Livingston would be positioned as The Wright Museum's dedicated "evaluation coach," setting the strategy, demonstrating key evaluation tenants and methods, training and motivating Museum staff members, and then stepping aside as the Museum's internal team takes the lead on evaluation. Not only does this approach guarantee multiple layers of professional development and skill building over the three-year project, it will lead to sustainable in-house evaluation far beyond the grant period.

The Wright Museum was founded in 1965. After outgrowing its previous two buildings, Coleman A. Young—Detroit's first African American mayor—initiated construction of a new, uniquely designed 122,000 square foot museum. When opened in 1997, it was the biggest museum of its kind. However, the facility has since been consistently underfunded. Relying heavily on municipal, corporate, and foundation funding, The Wright Museum has managed to a lean annual operating budget of about six million dollars. As part of a grant proposal review, an independent assessment by Ford Foundation estimated that The Wright's annual operating budget needed to increase by three million dollars to match the scale of its building: "At 25% of operating expenses, the amount [the] Wright spends [on facilities] is at least twice the 8-12% norm for cultural institutions."

Despite Detroit's historic economic struggles over the last decade, The Wright not only survived the downturn but actually expanded its programming. Now, as the City of Detroit begins to show signs of real economic expansion for the first time in a generation, The Wright Museum is well-positioned for a period of dynamic revenue growth. Still, if The Wright Museum is going to make sustained progress towards long-term sustainability, it must be conscious of and aligned with the needs of its community. That is why this grant focuses on evaluation capacity building and begins with a thorough needs analysis of The Wright's audiences and potential audiences (please see Labin et al, "A Research Synthesis of the Evaluation Capacity Building Literature"—included as a supporting document.)

The Wright's branding was previously centered on being the largest African American museum. However, the Smithsonian's new National Museum of African American History and Culture recently claimed that title. At the same time, The Wright's core support base—the generation of African Americans who witnessed the tribulations and triumphs of the Civil Rights movement firsthand—is aging. The Wright Museum must maintain its relevance to existing supporters, as well as ensure that its mission and programming are equally relevant to future generations. For example, there are urgent opportunities for the Museum to address educational struggles in Detroit's schools. The Wright Museum must identify its areas of maximum impact, and transition from being the biggest African American museum to being the leading African American museum for future visitors.

The Wright Museum is creating a new strategic plan, to be unveiled in September 2017. The Wright has prioritized programming, marketing, and fundraising. The Wright is building a five-year programming plan that will allow it to better understand its funding needs, and strengthen partnerships to expand the range and diversity of its projects. At the same time, The Wright will utilize its unique position as a center for race relations and history, and increase visits from schools and suburban communities. Finally, The Wright must for the first time develop a systematic process of cultivating individual donors and establish a planned giving society. All of these processes will be informed and accelerated by building a culture of evaluation at The Wright Museum (please see attached supporting document for research consulted on the value of evaluation.)

To lead this, The Wright will create an interdepartmental Visitor Advocate Team of six staff members: LaNesha DeBardelaben—Senior Vice President of Education & Exhibitions (team leader), Patriona Chatman—Curator, Jonathon Jones—Educator, Zack Burgess—Senior Director of Marketing & Communications, Tracey Williams—Guest Services Manager, and Charles Ferrell—Director of Public Programs. While they will manage the

process, all staff at The Wright Museum will be invited and encouraged to attend presentations, workshops, and trainings. Additionally, all staff will be asked to assist with data collection throughout the project.

Livingston, a Detroit resident, is uniquely positioned to partner with The Wright Museum for this undertaking. Before her work as a consultant, she led the internal evaluation department (“Audience Insights”) at the Denver Museum of Nature & Science (DMNS) from 2007 to 2013. In that time, she tripled the number of full-time evaluation staff at the Museum and cultivated a team of 30+ part-time, on-call data collectors that worked at DMNS and were also hired out to other local museums. George Sparks, the President and CEO of DMNS, referred to evaluation as the Museum’s “secret weapon” and, under Livingston’s guidance, the institution built a rigorous evaluation culture that continues today. Spreading evaluation capacity and reach beyond her home institution, Livingston founded the Denver-area Evaluation Network (which received funding from IMLS in 2012) and continues to cultivate evaluation capacity nationally through workshops and trainings. Finally, Livingston has a personal and professional commitment to anti-racism, social justice, and inclusion work.

## **PROJECT WORK PLAN:**

The project work plan is designed to start with greater involvement by Livingston—facilitating a needs assessment, guiding project design, and establishing a supportive mentorship process with the Visitor Advocate Team. As the project continues, Livingston will move into a supporting and collaborating role, with The Wright’s team taking the lead. This creates a logical series of interrelated activities that link directly to the key needs and challenges, as well as the goals, identified by The Wright Museum throughout this proposal. As prioritized by IMLS in the *Museums Empowered* solicitation, the project design reflects a thorough understanding of current practice and knowledge.

The overarching goals of the project and the work plan are to: 1) implement and launch evaluation and visitor studies at The Wright Museum, 2) employ a mentorship model that positions an external evaluation consultant as coach and guide, supporting a Museum core team as the primary drivers of the project work, 3) gain insights about The Wright Museum’s audiences/potential audiences—inside and outside of the Museum, 4) promote an organizational culture of evaluative thinking across The Wright Museum’s departments, and 5) lay the groundwork for evaluation capacity-building with colleagues and peer institutions.

While the logic modeling planned as part of the needs assessment in year 1 (see below) will more thoroughly articulate the assumptions and risks in undertaking this work, there are some known assumptions and risks at this stage. There is an assumption that the Museum, at all levels, will remain engaged and committed to this project. There is an assumption that the key external consultant will support and mentor Museum staff in ways that support the project goals. There is the risk of staff and project personnel turnover, as well as the risk of other projects, priorities, and deadlines challenging the time-line and scope. The work plan has included mechanisms to both anticipate and address potential risks, especially via the process evaluation (see below).

## **Y1 (Oct 1, 2017-Sept 30, 2018): Where Are We and What Do We Need?**

Needs Assessment (October-December 2017 for Needs Assessment; Process Evaluation twice annually, October-November 2017 and May-June 2018 in Y1): Year 1 will begin with a comprehensive needs assessment to unpack the question, “What does the Museum need to know, understand, and recognize about current and potential audiences to achieve its mission, vision, and goals?” This needs assessment will occur via two distinct mechanisms: 1) logic modeling and 2) ongoing process evaluation (throughout the three-year project).

Livingston will facilitate a two-hour logic model workshop with a diverse group of staff members from across the Museum to define concrete, measurable short-, mid-, and long-term audience outcomes. The workshop will not only complement the strategic plan, it will provide an actionable road-map for evaluation. Additionally, it will serve as evaluation capacity building for Wright Museum staff. Attendees will conclude the workshop with

the applicable knowledge, skills, and abilities to distinguish between outputs and outcomes, understand how to identify indicators, align evaluation with outcomes, and refine and prioritize evaluation scope and planning. Livingston will also meet with individual departments to ensure their work is captured in the logic model.

Process evaluation chronicles and documents the inner-workings of how projects progress, adapt, and change—an incredibly important step when embarking on evaluation capacity building. It also tracks project evolution and steps toward sustainability. Livingston will design and administer an online survey twice a year to all Wright Museum staff participating in the project. Primarily through open-ended, qualitative questions related to observation and reflection, respondents are asked to take stock of the project, identify needs, barriers and lessons learned, and share insights into how the project works when it is at its best and/or facing challenges. Following each process evaluation online survey, anonymized findings will be shared with project leadership. This allows near real-time tracking of the project, supporting adjustments and course-corrections as needed.

Embedded into the first and last process evaluations will be an assessment of organizational readiness for capacity building in evaluation, informed by Preskill and Torres' (1999) [ROLE instrument](#). This assessment will “take the temperature” of how individual staff members perceive the Museum’s readiness for, commitment to, and involvement in internal evaluation at the beginning and end of the grant. This will serve as the primary and ongoing vehicle for evaluating the project.

Field Assessment (December 2017-February 2018): Together, Livingston and the Visitor Advocate Team will plan a field investigation of how institutions similarly focused on racial equity measure their own outcomes, impact and missions. The field work will also uncover what other institutions believe they need to know about their visitors and their communities to better serve and improve practice. The team and Livingston will visit the [Arab American National Museum](#) in nearby Dearborn, MI to meet with and interview staff. Prior to these interviews, Livingston will work with the Visitor Advocate Team on ensuring the protocol for the interviews aligns with the logic model and that interview questions are clear, compelling, and unbiased.

Biannual Evaluation Meet-ups (March and August, annually): The Wright Museum is not only committed to growing its internal evaluation capacity, but to connecting with other local museums and arts and cultural organizations that are interested in using evaluation to inform their work. Surveys by [CultureSource](#), the membership-based alliance for Southeast Michigan cultural organizations, have revealed a deep interest by groups in learning more about evaluation. To help serve this need, The Wright Museum will partner with CultureSource to host evaluation “meet-ups” two times each year at various locations across the Detroit metro area to talk about the work The Wright is doing for this IMLS-funded project and related evaluation topics.

American Evaluation Association (AEA) 2018 Conference Proposal (February-March 2018): The AEA conference provides the opportunity for the six Visitor Advocate Team members to expand their professional development in evaluation beyond the museum sector. The team and Livingston will propose a session for the 2018 AEA conference. Depending on the conference theme (not yet been announced), the proposal may be about evaluation capacity building in museums, field assessment learnings, or another relevant topic.

Evaluation 101 Workshop (April 2018): The team and Livingston will work together to design a three-hour “Evaluation 101” workshop for all Wright staff members. This is the first in a series of workshops to be co-designed and co-facilitated by the team throughout the three-year project (one per year). For the team, this is a “learning by doing” exercise which will quickly get them acquainted with many evaluation staples. The workshop will introduce the definition of evaluation, common misconceptions, the value of evaluation, planning for evaluation, quantitative versus qualitative and sample size. It will function as a vehicle for the team to openly reflect on and share with the wider Museum staff what they have learned and experienced to date.

Baseline Visitor Survey at the Wright Museum (June-July 2018): The primary visitor study and data collection effort in Y1 is the baseline visitor survey. The Wright Museum, like many museums nationwide, has limited

information about its visitors. Zip code data is available, as is some collective information about Museum members, but there is no comprehensive data set that helps the Museum to know who is visiting and why. Informed by the needs assessment and the field assessment, Livingston will assist the Visitor Advocate Team to conceive, design, and pilot a baseline visitor survey. This survey is conceived as an instrument that will be used on an ongoing basis (likely 2-3 times a year) to continually monitor visitor demographics, psychographics, motivation, and interest. To address potential issues related to human subjects and consent/assent, the survey will be designed for adult visitors only. The survey will be designed using an online survey platform called Harvest Your Data. The team will pilot the instrument to ensure it is well-understood by Museum visitors, and then will train staff colleagues on data collection procedures. It is anticipated ~100 surveys will be collected.

Baseline Visitor Survey at the Arab American National Museum (July-August 2018): One way evaluators know they have designed a useful instrument is by assessing its reliability and validity. The baseline visitor survey designed by The Wright for its internal data collection will also be used to collect visitor data at a neighboring museum with similar audience priorities, goals, and mission—the Arab American National Museum (AANM). Combined with The Wright’s data, this will produce a compelling data-set to compare visitation across very different institutions. It is anticipated approximately 50-100 surveys will be collected. AANM staff members will be offered the opportunity to shadow Wright Museum staff.

Attend and Blog at Visitor Studies Association (VSA) Conference (July 2018; tentative location: Chicago): The VSA conference provides a unique opportunity for the Visitor Advocate Team to gain exposure to many evaluation professionals and projects happening in museums and cultural institutions. During the conference, the team and Livingston will produce a series of public blog posts (hosted on The Wright Museum’s existing website) to chronicle their impressions, insights, and takeaways from the conference. The posts are conceived as a way for the core team to reflect on and share their learning with their colleagues and peers, and also serve as an additional data source to evaluate progress.

Co-Analysis and Presentation of Data from Baseline Surveys (August-September 2018): Frequently, museums face “data paralysis” via an over-abundance of data. With the baseline survey data from The Wright Museum and the Arab American National Museum, Livingston will work with the team to analyze the quantitative data in Excel. There will be no expensive statistical software packages employed and no steep learning curve; the team will use software available to most museums. The team will look at the descriptive statistics most common in museum evaluation: frequencies, averages, distributions, and variability. After this process, Livingston will help the team present to all Wright Museum stakeholders on baseline survey findings. Many evaluators present data to stakeholders in a way that is hard to understand and even harder to apply. Livingston will work with the team to develop a compelling presentation to share the findings from the baseline survey. This will build capacity around data visualization and strong, clear reporting—evaluation skills which are often overlooked. Later, the team will present their findings to the Arab American National Museum.

## **Y2 (Oct 1, 2018-Sept 30, 2019): Exploring Techniques and Getting Answers**

Attend and Blog at American Evaluation Association (AEA) conference (Cleveland, OH; October 2018): The AEA conference provides the opportunity for the team members to expand their professional development in evaluation to techniques, methods, and topics beyond the museum sector. Additionally, if the session the team plans to propose in Y1 is accepted, it is an opportunity to share The Wright Museum’s evaluation journey.

Ongoing Process Evaluation (2x annually, December 2018-January 2019 and June-July 2019 in Y2): Process evaluation will continue in Y2, with an online survey distributed to The Wright Museum staff twice a year.

Biannual Evaluation Meet-ups (March and August, annually): Continuing from Y1, The Wright Museum will team with CultureSource to host twice-yearly evaluation “meet-ups” at various locations (e.g., museums, libraries, coffee shops) across the greater Detroit metro area to talk about evaluation capacity building.



Continue Baseline Visitor Survey at the Wright Museum and the Arab American National Museum (December 2018-February 2019): Using the baseline visitor survey instrument designed and implemented in Y1, data collectors from The Wright will complete an additional round of data collection in Y2 at The Wright Museum and the AANM. Livingston will then work with the Visitor Advocate Team to analyze the quantitative data from the baseline surveys in Excel and present the findings to both staffs.

Falk Motivation Study at the Wright Museum and Arab American National Museum (March-April 2019): At this stage in the project time-line, the Visitor Advocate Team and the additional data collectors at The Wright Museum will have honed their visitor intercept skills and will be ready to try another evaluation method with visitors. Livingston has conducted several museum evaluations employing [Dr. John Falk's identity-related visitor motivation model and instrument](#) (including with multiple institutions within the Denver-area Evaluation Network). This model, which outlines the visitor experience as a dynamic system determined by both the visitors' motivations and identity on the day of any given museum visit, has typically been explored using a photo card methodology. Under Livingston's guidance, the Visitor Advocate Team will utilize this instrument at The Wright and Arab American National Museum. Again, AANM staff members will be offered the opportunity to shadow Wright Museum staff. This will provide a compelling juxtaposition to the baseline visitor survey.

Survey Writing Workshop (April 2019): The Visitor Advocate Team and Livingston will work together to design a three-hour survey writing workshop for all Wright Museum staff. This workshop will debunk the common misconception that survey writing is "easy" and will reiterate the many challenges inherent to survey design. The team will lead participants through a series of activities to demonstrate the principles of non-leading survey writing, including uneven scales, double-barreled questions, and biased wording.

Co-Analysis and Presentation of Data from Falk Motivation Study (May-June 2019): Livingston will work with the Visitor Advocate Team to analyze the Falk study photo card data in Excel and to develop a compelling presentation to share the findings with The Wright Museum and Arab American National Museum staffs.

The Wright Museum Focus Groups (July-September 2019): At the close of Y2, Livingston will work with the team on best practices in focus group design and moderation. Livingston will demonstrate facilitation skills and techniques with two focus groups to prepare the team to lead four additional focus groups with minimal assistance. Focus group participants will be selected based on project findings to date and which audience subgroups can best answer outstanding questions. Livingston will then lead a co-analysis of the qualitative data to introduce content analysis, data coding, structured versus unstructured text, and inducted versus inductive approaches. [Based on the research of Guba and Lincoln](#), qualitative credibility and trustworthiness, rather than quantitative validity and reliability, will also be discussed. Livingston will then work with the Visitor Advocate Team to develop a compelling presentation.

### **Y3: (Oct 1, 2019-Sept 30, 2020): The Wright Takes the Lead**

Ongoing Process Evaluation (2x annually, January-February 2020 and July-August 2020 in Y3): Process evaluation will continue with an online survey distributed to The Wright Museum twice a year. As outlined in the Y1 work plan above, process evaluation chronicles and documents how projects progress and adapt.

Biannual Evaluation Meet-ups (March and August, annually): Continuing from Y1 and Y2, The Wright Museum will co-host twice-annual evaluation "meet-ups" with CultureSource at various locations across the greater Detroit metro area and suburbs to talk about the project and their evaluation capacity building work.

Creative Methods Workshop (October 2019): The Visitor Advocate Team and Livingston will work together to design a three-hour creative methods workshop for all staff members at The Wright Museum. Livingston and the team will facilitate an activity where participants are divided into groups and presented with a realistic

museum data collection scenario (e.g., evaluating the outcomes of summer camp for 6-12 year olds) and three different methods (e.g., surveys, focus groups, and drawing). Groups must choose which method would work the best to uncover evaluation outcomes, as well as how the additional two methods might help deepen understanding.

Visitor Studies Association 2020 Conference Proposal (November-December 2019): This offers the opportunity for the Visitor Advocate Team to return to VSA not only as attendees, but also as potential session presenters.

Tracking and Timing Study at the Wright Museum (January-February 2020): The Visitor Advocate Team, with support from Livingston, will design and pilot a customized tracking and timing instrument ([based on the work of Yalowitz and Bronnenkant](#)) to evaluate visitors' behaviors and how they spend time in exhibition spaces. The tracking and timing process will begin by intercepting visitors, explaining the purpose of the study, and getting permission from visitors/visitor groups. Visitors will then be timed throughout their exhibition experience, with specific exhibit components or behaviors noted on the tracking form. At the end of the exhibition, the visitor/visitor group will be intercepted again for a brief interview about their experience.

Co-analysis of Data from Tracking and Timing Study (March-April 2020): Tracking and timing and interview data again introduces a new type of data analysis. The Visitor Advocate Team, with support from Livingston, will devise a strategy for entering and analyzing this data, again emphasizing use of existing technology tools (e.g., Excel). This study presents a combination of quantitative and qualitative data; as such, pros and cons of mixed methods evaluation will be discussed. Livingston will again work with the team to develop a compelling presentation to share the findings from the study with the full Wright Museum staff.

Community Study (May-August 2020): For the last evaluation of the project, the Visitor Advocate Team will lead the design of a non-visitor community study ([based on the work of Hooper-Greenhill](#)) focused on better understanding external perceptions of the Museum and why community members may choose not to visit or attend programs. It is likely the instrument will be a guided (semi-structured) interview at neutral (non-museum) settings, with a consistent set of questions to ensure systematic data collection but with room for follow-up questions. Later, Livingston will lead co-analysis of data from the community study. Depending on the instrument designed by the team, it is likely that the community study data will be largely qualitative. This will revisit and extend the team's experience with content analysis and coding. Livingston will then work with the Visitor Advocate Team to develop a compelling presentation with the full Wright Museum staff.

Attend and Blog at Visitor Studies Association Conference (July 2020): This will be another opportunity for the Visitor Advocate Team to expand their professional development in evaluation and share their learning.

Sustainable Evaluation Planning (July-September 2020): To close the project, Livingston will work closely with the team and senior leadership to revisit the logic model, review the project's evaluation findings, assess which skills and capacities have been increased and which need further development or refinement, and develop a 3-5 year plan for continuing evaluation at the Wright Museum. This planning process will leverage and celebrate the work done to date while building momentum for next steps beyond the grant time-line.

## **PROJECT RESULTS**

The IMLS Performance Goal, as selected on the Program Information Sheet, is "Train and develop museum and library professionals." In addition to that, the project goals are to: 1) implement and launch evaluation and visitor studies at the Wright Museum, 2) employ a mentorship model that positions an external evaluation consultant as coach and guide, supporting the Visitor Advocate Team as the primary drivers of the project work, 3) gain new insights about The Wright's audiences and potential audiences—inside and outside of the Museum, 4) promote an organizational culture of evaluative thinking across the Wright Museum's departments, and 5) lay the groundwork for evaluation capacity building with colleagues and peer institutions.



The project will generate measurable results relating directly to the needs and challenges it is designed to address. The process evaluations throughout the project time-line and the evaluation capacity building readiness assessments at the beginning and end of the project will help to assess how knowledge, skills, behaviors, and attitudes shift as a result of this work. Additionally, conference blogging and presentations of evaluation findings will document progress toward project goals. Specifically, we anticipate the following participant outcomes for the Visitor Advocate Team and the wider Wright Museum staff:

<b>Outcome:</b>	<b>Wright’s Visitor Advocate Team</b>	<b>All Wright Museum Staff</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>-Increased knowledge of evaluation theories, methods, activities, instruments, data collection techniques, analysis, and reporting</li> <li>-Increased knowledge of the full evaluation cycle, from planning to reporting</li> <li>-Increased awareness of the range and variety of evaluation methods</li> <li>-Increased knowledge about current and potential audiences, via evaluation studies</li> <li>-Increased knowledge of evaluation best practice and the current use of evaluation in the field</li> <li>-Increased knowledge of how evaluation can support The Wright’s mission, vision, strategy</li> </ul>	<ul style="list-style-type: none"> <li>-Increased understanding of evaluation terminology, including outputs, outcomes, and indicators</li> <li>-Increased awareness of the range and variety of evaluation methods</li> <li>-Increased knowledge of survey design</li> <li>-Increased knowledge about current and potential audiences, via evaluation studies</li> <li>-Increased knowledge of how evaluation can best support The Wright Museum’s mission, vision, and strategy</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Increased skills in designing and implementing evaluation studies</li> <li>-Increased skills in data collection and training others to collect evaluation data</li> <li>-Increased skills in instrument design</li> <li>-Increased skills in data analysis</li> <li>-Increased skills in presenting/reporting findings</li> </ul>	<ul style="list-style-type: none"> <li>-Increased skills in survey writing and design</li> <li>-Increased skills in data collection</li> <li>-Increased skills in data literacy</li> <li>-Increased skills in making results applicable and usable (i.e., data to action cycle)</li> </ul>
<b>Behaviors</b>	<ul style="list-style-type: none"> <li>-Increased participation in evaluation activities</li> <li>-Increased participation in evaluation forums and communities</li> <li>-Increased advocacy for evaluation and for including evaluation in museum work</li> </ul>	<ul style="list-style-type: none"> <li>-Increased participation in data collection</li> <li>-Increased interest in engaging in evaluation studies and activities</li> <li>-Increased advocacy for evaluation and for including evaluation in museum work</li> </ul>
<b>Attitudes</b>	<ul style="list-style-type: none"> <li>-Recognize the role and value of evaluation</li> <li>-Increased motivation to include evaluation in museum work</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize the role and value of evaluation, and increased motivation to include evaluation in museum work</li> </ul>

Tangible products from the project include evaluation instruments, protocols, and presentations, as well as process evaluation reports and blog posts. The project is constructed specifically to ensure sustained benefits, from bolstering key evaluation skill sets across Museum staff to developing a 3-5 year sustainability plan as the project draws to a close. The Museum will share any external reports and presentations resulting from the project's field assessment and evaluation studies (baseline surveys, focus groups, the Falk study, and the community study) on its website and InformalScience.org. We will also make our evaluation instruments available on our website, so that other museums and cultural institutions could use or adapt.

