



Museums for America

Sample Application MA-251708-OMS-22
Project Category: Community Engagement

Explora

Amount awarded by IMLS:	\$246,699
Amount of cost share:	\$247,447

Explora will undertake a collaborative project with the City of Albuquerque Parks and Recreation Department, Fathers New Mexico, and the Ancestral Lands Conservation Corps to address the community's need for outdoor family learning experiences and the achievement gaps faced by children and families of color. The project team will build upon a well-tested engagement strategy including listening sessions and community design charrettes to create culturally relevant STEAM activities and exhibits that transform the city's Tiguex Park into a "Family Science Park." They will develop science lessons that families can use on their own at the park, supported by extension activities on Explora's website and in the museum. The project will increase STEAM confidence within community members, particularly young fathers of color, by engaging them in the process of building, prototyping, and installing activities.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion
- Digital Product Plan

When preparing an application for the next deadline, be sure to follow the instructions in the current Notice of Funding Opportunity for the grant program and project category to which you are applying.

NARRATIVE: *Family Science at Tiguex Park***I. Project Justification**

Which program goal/project category and associated objective(s) of Museums for America will your project address?: Explora is an innovative experiential learning center in Albuquerque, New Mexico (NM), providing inquiry-based programs & exhibits that illuminate basic concepts in science, technology, engineering, art, & math (STEAM) for people of all ages. Explora's two-year IMLS Museums for America proposal, *Family Science at Tiguex Park*, is a collaborative project with the City of Albuquerque Parks & Recreation Department; Fathers New Mexico; and Ancestral Lands Conservation Corps (Project Team). This project addresses Goal 2 of IMLS' Museums for America program: "support community-driven exhibitions and programs" and "support community-focused planning and civic engagement." This project will bolster Explora's efforts to "strengthen museums' capacities for civic engagement and contribute to the creation of livable, sustainable communities," meeting the goals of the Community Engagement category.

How will your project advance your institution's strategic plan?: Explora's *Cradle through Career STEAM Learning Strategic Plan* aims to engage, educate, and employ NM students in STEAM courses and careers, improving educational & economic outcomes and building family & community prosperity. Part of the strategic plan includes a capital project, unanimously approved by the Explora Board of Directors, to develop a Cradle through Career STEAM Learning Campus in Old Town Albuquerque, which will include the current Explora museum; X Studio, Explora's new teen center for STEAM education & workforce development; Brillante Early Learning Center; and new outdoor learning spaces. The City's Tiguex Park is adjacent to Explora and provides the opportunity to expand the Learning Campus with additional outdoor play and learning spaces for families, directly advancing Explora's strategic plan.

What need will your project address, and how was it identified?: Despite incremental gains in children's overall well-being, racial inequities remain deep, systemic, & stubbornly persistent, and data suggests that opportunity & achievement gaps remain, with states failing to dismantle barriers that are faced more frequently by children & families of color (Annie E. Casey Foundation, 2021). In the *2021 KIDS COUNT Data Book*, NM once again ranks 50th in the nation in Education and 49th in Overall Child Well-being. (*Ibid.*) This is a huge adaptive challenge, requiring cross-sector collective action.

The specific need for outdoor family learning experiences, like those envisioned for *Family Science at Tiguex Park*, was identified during a series of conversations during a difficult time. In March 2020, Explora closed due to the coronavirus pandemic, and Albuquerque Public Schools shuttered their doors, forcing students to stay home and transition to online learning. Families struggled, and parents sought resources to support their children's in-home education. Explora, like all out-of-school time (OST) education providers, worked to support families & remain relevant in this unusual learning environment. Explora relied on a long-established practice of community listening to understand how we might adapt and continue contributing to positive outcomes for students & families. We relied on additional public knowledge, as well. For example, Explora Board Member, Adrián Pedroza, and his organization, Abriendo Puertas, worked with Latino Decisions to conduct a survey, *Impact of COVID-19 on Hispanic Families in New Mexico*. Latino Decisions interviewed 480 Hispanic parents to learn about the challenges COVID-19 created for NM families; one of the families' greatest areas of concern was helping children stay on track in STEM subjects. Sixty-four percent of respondents identified math as the subject in which they most feared children falling behind; science was next at 48% (Latino Decisions, 2020). Fifty-seven percent said math is the most difficult subject for parents; science was next at 39% (*Ibid.*).

Families described a need for resources to support their children's STEM education. At the same time, families asked for more opportunities to be outside, in safe spaces that would support children's learning. For example, during an Explora listening session with Fathers NM, one young father said, "Especially with COVID, you can't take your kids anywhere. I'm looking for

more outside than inside activities. I grew up outside, eating sand and picking flowers for my mama. We need more outdoor activities getting kids away from computers!”

Explora is a 501c3, with the benefit of working in a public-private partnership with the City of Albuquerque (COA) through an operating agreement to run a science center and children’s museum for the City. Explora has invested significant time building positive relationships with COA partners and seeking ways to support each other’s projects. The wisdom shared during the Fathers NM listening session sparked memories of a design charrette COA held a few years earlier, to brainstorm ways of adding science activities to Tiguex Park, across the street from Explora in Old Town Albuquerque. Explora staff realized how aligned that earlier thinking was with the new aspirations shared by Fathers NM and the data gathered from the Latino Decisions survey, so the Project Team began meeting to revisit the idea of designing & building a public space where children & families can build STEAM skills together.

Tiguex Park has a long history and is a cultural and civic hub in Albuquerque; it sits on land that was originally the central province of the Tiwa Pueblos, represented today by the Isleta, Isleta del Sur, Picuris, Sandia, Senecu del Sur, Talso, and Tortugas Pueblos. The park includes 8.5 acres and includes play & picnic areas, turf grass, a stage, and public art. Early ideas about developing it into a family science park are strengthened by new project partners, Fathers NM and the Ancestral Lands Conservation Corps (ALCC), who recently helped with installation of a new outdoor space at Explora, called *Nature’s Notes*. These two community-based organizations, with a focus on young men of color (particularly fathers), bring wisdom from the target audience to the Project Team. Because of Tiguex Park’s important history and significance for the people of the Tiwa Pueblo, Indigenous cultural advisors and Project Team members will be important to the project. Additionally, these partner organizations bring the ability and desire to help with development and installation of the new activities and to utilize them in the park with their young children.

Family Science at Tiguex Park is the result of the Project Team’s shared understanding that: 1) children & families in NM need & deserve opportunities for play and learning in public spaces, in order to help address systemic opportunity and achievement gaps; 2) these opportunities are needed in order to realize improved educational & economic outcomes that relate to overall child well-being; and 3) cross-sector collaboration for holistic, place-based, culturally-relevant STEAM programming will contribute to a growth mindset and academic agency and increase families’ STEAM confidence and identities, empowering them to facilitate STEAM learning opportunities for their children.

Who is the target group addressed by your project and how have they been involved in the planning?: Much is known about the power of OST learning for addressing opportunity & achievement gaps (Afterschool Alliance, 2020), particularly among children of color (Huerta Migus, 2014). Increasing access to STEAM learning in OST settings, like museums and libraries, leads to positive outcomes. We can utilize the time families spend in public outdoor spaces to provide even more opportunities for play-based family learning. Recent research suggests that embedding playful learning into architectural design is associated with increases in targeted types of caregiver interaction & child language use that contribute to child well-being (Brenna Hassinger-Das, et al., 2020). Albuquerque families with young children, particularly those living in the Opportunity Zone¹ of Old Town Albuquerque and surrounding areas, will benefit most directly from this project, along with parents at Fathers NM and ALCC and their children. The *Family Science at Tiguex Park* Project Team began planning prior to this collaborative proposal, by gathering the input of young families of color through a combination of community listening sessions & targeted surveys. Explora utilizes the Harwood Institute for Public Innovation’s format for community conversations to ask participants about the kind of community they want, their aspirations, & the barriers (The Harwood Institute, n.d.). The Project Team also uses the Asset-Based

¹ Opportunity Zones are economically distressed communities characterized by high poverty and unemployment rates and low median family income rates. The federal government created tax incentives for investors to encourage long-term investment in these areas through the 2017 Tax Cuts and Jobs Act.

Community Development (ABCD) approach learned through our IMLS Community Catalyst grant (LG-94-17-0260). ABCD “[builds] on the skills of local residents, the power of local associations, & the supportive functions of local institutions [and] draws upon existing community strengths to build stronger, more sustainable communities.” (DePaul University, n.d.). As mentioned above, a listening session with Fathers NM has informed this project with comments like these:

- *Parks would be good places for more learning opportunities and lessons. It would be great if parks had things to read to kids, height charts to show your kids how tall they are. We should add things like that to the environment. There could be knowledge about the vegetation around the park!*
- *I’m a young father with a young daughter...not having her mother, I need some online resources, some advice from others, not just our family that’s back in the day, not 1960s learning from their older generation. Kids are getting smarter and smarter...need good resources and lessons at your own pace.*
- *I got an educator internship one summer at the BioPark; why don’t they do something like that for parents—basic gardening, soil, plants, etc.? Some adults nowadays can’t even plant tomatoes outside and there’s a lack of socialization—little ones need some socialization.*

Additionally, the COA Parks & Recreation Department (PRD) disseminated surveys about the use of Tiguex Park at some neighborhood events. Though the return-rate was very low, families who completed the surveys all mentioned a desire for more educational ways to use the park.

The Project Team will hold 3-5 additional listening sessions with families gathered by Fathers NM and the Ancestral Lands Conservation Corps (ALCC). Additionally, Explora & the PRD will hold two design charrettes with local families and a four-person panel of advisors. These advisors will bring expertise in accessibility of outdoor spaces & in the history of Tiguex Park and its importance to Indigenous people. Participant feedback will shape the park activities and programming, making all more welcoming, relevant, and responsive to young families of color.

Who are the ultimate beneficiaries for this project?: The goal of *Family Science at Tiguex Park* is three-fold: 1) to design & build a new public play space, augmenting an existing City of Albuquerque (COA) park, where children and families in the neighborhood can build STEAM skills together; 2) to increase opportunities for families to engage in no-cost, neighborhood-embedded STEAM learning opportunities; and 3) to collaborate on a holistic, place-based approach to STEAM learning that highlights the contributions of community members, especially young men of color.

To achieve this goal, the Project Team will:

- Build on a well-tested *listen, welcome, co-create* engagement strategy that includes formal listening sessions & community design charrettes to inform holistic, place-based, culturally-relevant STEAM activities for placement in the park;
- Design & install STEAM exhibits in the park to transform it into a “Family Science Park;”
- Develop science lessons/curriculum that families can use on their own at the park, supported by extension activities on Explora’s website and in the museum; and
- Increase STEAM confidence, particularly within young fathers of color, by engaging them in the process of building, prototyping, and installing STEAM activities in Tiguex Park.

II. Project Work Plan

What specific activities will you carry out?: Project Team members have experimented together with small-scale projects in support of NM families. Now the team will utilize combined resources & expertise, existing relationships & partnerships, and new research & recommendations to affect positive community change. The project has been informed by listening sessions; current research—like that of Brenna Hassinger-Das at Pace University in NY (2020); and the release of associated reports, like *At Your Doorstep: A Family Factsheet on Outdoor Play and Learning* (NC State Extension Office, 2019). The Team is well-positioned to create community-driven exhibit activities in a city park, focused on STEAM learning for families with young children. Goals include augmenting an existing city park by designing & building a play space where children & families can build STEAM skills

together, increasing opportunities for families to engage in no-cost, neighborhood-embedded STEAM learning opportunities; & collaborating on a holistic, place-based approach to STEAM learning that highlights contributions of community members, especially young men of color.

In support of these goals, the Project Team, composed of museum staff, parks & recreation staff, and young people of color (Indigenous men & young fathers, especially), will apply learning from recent co-creation projects to embark on four areas of work, including: 1) capacity-building among Explora staff, in order to improve our ability to engage deeply with community partners and co-create; 2) revision of Explora's current exhibition development process to reflect the "listen, welcome, co-create" community engagement strategy that Explora has used successfully for public programs, in order to incorporate community voice, public knowledge, & local content experts; 3) co-development of eight (8) STEAM exhibit activities in the park; & 4) creation of fifteen (15) extension activities that parents will find via QR codes at the park, on Explora's website, or in the museum. A project evaluator will help the Team better understand its work, evaluating the changes that take place in the park and collecting & reporting on performance measurements. In early meetings, partners brainstormed possible park exhibit activities; for example: duck-in kaleidoscopes, leaves & animal prints embedded in concrete sidewalks; a number line painted on the ground; a pollinator garden; a shimmer wall & air cannon (see Supportingdoc3). The co-creation process will determine a final list of 8 exhibits & 15 extension activities.

Explora has experience working with community partners to co-develop solutions to critical community issues. That work has refined a three-part "listen, welcome, co-create" community engagement process that has been used successfully in previous IMLS-funded projects, like *Experiential Science for Families Affected by Autism* (MG-10-16-0079016) and *STEM in the Burque* (MA-20-19-0357-19). *Family Science at Tiguex Park* provides an opportunity to apply learning from past projects & implement a similar engagement approach, refining Explora's exhibition development process to better incorporate community voices and to co-develop highly-relevant exhibits.

What are the risks to the project and how are they accounted for in the work plan?: The Project Team has considered the risks that will be faced and how they might be mitigated. One serious risk that all collaborative projects must consider is that, often, the grassroots communities most affected by an issue are not included in collective decision making. This can result in ignoring critical community knowledge, ownership, & support for sustainability and creating solutions that may not be appropriate for the population being served (Wolff, n.d.). Our Project Team has minimized that risk by including community members on the team, who also will organize listening sessions with other community members to gain important data to bring to project development meetings.

Another risk faced when addressing community needs & underlying conditions is the potential treatment of adaptive challenges as if they were technical problems (Randall & Coakley, 2007). Technical problems cause high distress that can be alleviated quickly, because there's a specific problem and the technical know-how to provide solutions. Adaptive challenges take much longer to address & require new learning among lots of partners. Adaptive challenges, like increasing educational & economic outcomes for a particular segment of the population, require ongoing experiments, efforts, & attitudinal change. The Project Team will mitigate this risk by spending time in early planning meetings addressing the idea of technical vs. adaptive challenges head-on to develop common language & shared understanding and utilizing the relationships we've built over the years to support each other. Explora's previous co-creation projects have clarified other risks related to relationship-building, including not investing enough time early to build & nurture relationships among project partners and not clearly defining the process of co-creation from the start. Other risks come from not clearly defining the responsibilities and expectations for all partners and from not being clear about consensus and final decision-making. A dedicated Project Manager will schedule regular in-person meetings with clear agendas & time built in for both relationship building & project development.

Who will plan, implement, and manage your project?: Family Science at Tiguex Park will be planned, managed, & implemented at Explora by a team led by Deputy Director, Kristin Leigh, who has made the “listen, welcome, co-create” initiative a priority included in Explora’s Strategic Plan. Explora will provide coordination, management, & oversight of project activities. Explora will parlay its strengths—nationally-recognized informal science education programs, inquiry-based STEAM exhibits, and engagement with over 90 community organizations—into support for the project. Explora is financially healthy with a \$4M+ budget and 85+ staff. Explora has led and partnered on several IMLS- & NSF-funded projects and has the staff, budget, infrastructure, experience, and venue to host this work. Explora has marketing resources, tools, and staff for communicating with audiences in English, Spanish, and Diné and will maintain a platform for communication & coordination. Finally, Explora serves as the backbone organization for STEM-NM, designated one of 94 Ecosystems in the country by the STEM Funders Network. STEM-NM works to increase equity in & access to STEM experiences for students in our community, in order to prepare them for local jobs in STEM-H (healthcare).

Explora’s organizational strength is influenced significantly by our public-private partnership with the COA. A critical partner for success is the COA Parks & Recreation Department (PRD), a thought leader in the creative use of public space for the benefit of Albuquerque’s residents. Part of PRD’s mission includes: 1) protect, plan, enhance, & maintain a Parks, Major Public Open Space, & Trails System that gives Albuquerque its sense of place; 2) assure quality educational programs for youth to encourage positive behavior towards a conservation ethic & therefore combat "Nature Deficit Disorder;" and 3) provide quality recreation programs to encourage healthy, active lifestyles for all ages. One of PRD’s stated goals is to “Involve & Empower Community Groups.” Led by Director David Simon, PRD has included Explora in several conversations about ways to enhance PRD projects, and Director Simon and his team are well-poised to work with the other project partners to create, invest in, and sustain a public STEM learning space in a city park.

Fathers NM is a 501c3 nonprofit with a mission to provide support, resources, and skills to promote healthy, responsible fathering in young families, with a focus on men who become fathers in their teens. Explora & Fathers NM collaborate on a variety of programming; most recently co-developing a Father’s Day event at Explora with family science activities and a DJ. Ancestral Lands Conservation Corps (ALCC) engages Indigenous youth and young adults in conservation service programs that reconnect participants to the land, their cultural heritage, and their traditions. They partner with tribal communities and land managers to accomplish impactful and lasting conservation service projects. ALCC aims to incorporate traditional culture & language as part of crew lifestyle and project work.

Staff at all partner organizations will be paid as key members of the Project Team & have committed enthusiastically to co-developing the *Family Science at Tiguex Park* activities (see Supportingdoc2). As key partners & collaborators, COA PRD, Fathers NM, & ALCC commit to contributing content expertise and their own wisdom & lived experience; they will collaborate with Explora on exhibit activities, signage, & programming. Partners commit to the participation of their staff in the majority of concept development & design meetings and in prototyping and evaluation sessions.

Amon Haruta, Explora’s director of project management; Tara Henderson, Explora’s director of education and visitor experience; and Shane Montoya, Explora’s director of exhibits will form the core project management team. This team will work with Explora’s project manager, exhibit developers & educators—including Indigenous staff—and will join the larger Project Team, which includes David Simon and members of his COA PRD team, and staff from Fathers NM and ALCC. Additional participants include local families with young children, who will contribute to our understanding of the community need, prototype deliverables, and participate in evaluation. Explora will enlist an external evaluator, Jessica Sickler at J. Sicker Consulting, to lead evaluation, performance measurement reporting, and project tracking.

Finally, a four-member panel of advisors has been established to provide input at design charrettes and to provide feedback at various points throughout the project. The advisory group members include: Jeannie Schulte-Riedl, an artist who led the work to create *A Park Above* in Rio Rancho, NM--a park constructed to universal design standards to create an inclusive social play environment (City of Rio Rancho, n.d.). Another advisor is Wayne Nez Gaussoin, an artist and third-generation jewelry maker from Picuris Pueblo. Wayne participates in another Explora project, called *STEAM Storytellers*, which highlights the contributions of Native people in STEAM. Another Indigenous advisor is Jon Ghahate, from the Pueblos of Laguna & Zuni. Jon, a former math & science educator, is now the Cultural Educator at the Indian Pueblo Cultural Center. A final advisor, TBD, will be recruited from the COA Open Space Division.

When & in what sequence will your activities occur? What time, financial, personnel, & other resources will you need to carry out the activities?: As described in the Schedule of Completion, Explora will begin work on this two-year project in September 2022 and complete it in August 2024. In Year One (Sept. 2022-Aug. 2023) Explora will convene bi-monthly Project Team meetings for planning, brainstorming, vetting ideas, activity co-development, reflection, reviewing prototypes, and ongoing relationship-building. Year One will begin with the Project Team doing a thorough review and compilation of learning gained through local asset-mapping, gap analyses, review of history and cultural significance of Tiguex Park, and recommendations made in the reports referenced previously. COA PRD, Explora, Fathers NM, and ALCC will hold listening sessions with local families with young children, along with design charrettes that include educators, exhibit developers, and project advisors. The Project Team will utilize this knowledge to develop and refine a list of potential STEAM exhibits & extension activities for development and prototyping. The external evaluator will provide ongoing evaluation throughout Year One to inform the Team's work and allow the team to change course, as needed. Near the end of the year, the Project Team will start drafting a Sustainability Plan and will present at one annual conference.

In Year Two (Sept. 2023-Aug. 2024) bi-monthly Project Team meetings will continue. Explora, with feedback from project partners & prototyping participants, will refine the exhibits & associated extension lessons. New activities may be added, as identified through this iterative process. A final list of STEAM exhibits & activities will be selected for fabrication & installation in the park, and extension activities will be fully completed and placed on Explora's website and in the museum. The project evaluator will provide ongoing evaluation throughout Year Two and will produce a summative evaluation report. The Project Team will finalize a Sustainability Plan and will present at professional conferences. In addition to the time & personnel described above, the project will require the ongoing commitment of COA PRD for park maintenance & upkeep, and certain exhibits may require collaboration with the City's structural engineers and inspectors. Director Simon of the COA PRD sits on the Project Team and has the authority to approve activities for installation in the park and funds for ongoing maintenance.

How will you track your progress toward achieving your intended results? Evaluation will be conducted by J. Sickler Consulting (JSC), an external evaluation firm with extensive experience in evaluating informal STEM learning experiences. The summative evaluation will seek to capture evidence of changes in targeted play/learning behaviors and use of the park space, following the addition of the STEM learning enhancements created through this project. To explore changes in behaviors, we will conduct a pre/post observational study of users of the park area--collecting one set of observations in the park as-is before the additions/changes and another set of observations after the changes are made. This will draw on the methods & indicators from prior research that studied changes in parent-child actions & conversation in response to "playful learning" enhancements in everyday locations, such as bus stops, playgrounds, & bodegas (Hassinger-Das, et al., 2020; Shivaram, et al., 2021). Explora staff/partners from the community will collect the observation data, with training provided by the external evaluation team. We will compare the pre- and post-construction behaviors for evidence of whether the targeted changes (more parent-child conversation, lingering, using the STEM elements) occurred after installation. To support the observational data, JSC also will facilitate a focus group discussion with parents from the community. We anticipate drawing upon Fathers New Mexico and other community partners of Explora to host these follow-up discussion sessions. JSC will analyze all data, coding for themes in qualitative data and

comparative analysis on the pre/post observations. Evaluation will report on overall levels of change, as well as specific indicators that showed the greatest impact. A final summative evaluation report will be produced and shared.

How and with whom will you share your project's results?: Results of *Family Science at Tiguex Park* will be shared locally with all project partners and in a report that will be sent to everyone who participated in the listening sessions. Results also will be shared during a program at the NM Science Fiesta, one of the largest STEM education events in NM. Findings that serve as the basis for approaches, processes, tools, and resources for other museums & libraries will be shared with partners across the country. Explora is a member of the national STEM Learning Ecosystems Community of Practice (COP). Results of this work may be shared as a webinar with this COP and showcased during an annual STEM Learning Ecosystem Convening. Resources & findings from the project also can be shared at annual conferences of the NM Out-of-School Time Network at the NM Association for Education of Young Children conference. Because the project lead at Explora is an alumni fellow of the Informal Learning Leadership Collaborative, the resources & lessons learned also will be shared among that network of over 100 leaders in the museum field, a group capable of creating systemic change in the way museums operate. COA PRD is a member of the New Mexico Recreation & Parks Association (NMRPA); results of this work may be shared at the NMRPA Annual State Conference. Lastly, results of this work will be shared with relevant departments within the COA government, including the Office of Equity and Inclusion.

The project will be undertaken with the involvement of several non-traditional audiences & cross-sector partners: young fathers of color, science center educators & exhibit developers, the local government's Parks & Recreation department, and a land conservation crew of Indigenous young adults. Project participants have expertise and perspectives that aren't traditionally sought out by museums, and all will be equal partners in the work.

III. Project Results

What are your project's intended results that will address the need or challenge you have identified? How will the knowledge, skills, behaviors, attitudes of the audience change as a result of your project?: Explora's Project Manager will work closely with the external evaluator to manage and implement the evaluation plan and also will collect and report on the following performance measures, in addition to the four required IMLS Performance Measure Statements: Short-term Objectives: 1) 30 adults participate in community conversations about public spaces that support children's education; 2) 30 families with children participate in community design charrettes around STEAM activities that could be placed in Tiguex Park; 3) 8 permanent exhibits are developed, prototyped, and installed at Tiguex Park; 4) 15 extension lessons are developed and offered to families through QR codes at the park, on Explora's website, or at the museum. Mid-term Objectives: 1) Participating adults demonstrate increased self-identities as people who do STEAM; 2) Children and families utilize Tiguex Park in new ways and demonstrate STEAM learning behaviors; 3) Museum staff report an increase in confidence & competence engaging & co-creating with local community groups. Long-term Objective: Families show increased participation in STEAM activities, leading to their children's increased achievement in STEAM.

What tangible products will result from your project? How will you sustain the benefits of your project?: Deliverables will include a new play space in the COA's Tiguex Park, where families will engage in no-cost, neighborhood-embedded STEAM learning, and associated extension lessons & activities. The project will demonstrate how museums can be significant contributors to broader community conversations around issues like opportunity & achievement gaps and affect positive change. The more engaged the museum is with the community, the more it becomes like a thread woven through a quilt; if the thread is pulled out, the quilt unravels. Because multiple partners share ownership of the project, there are more resources, funders, and stakeholders at the table to provide long-term support, including the local government. As we move towards true engagement with partners, we can leverage each other's strengths & resources, support and stand up for each other's work, and have greater collective impact, helping all of our organizations be stable & sustainable.

SCHEDULE OF COMPLETION: *Family Science in Tiguex Park*
Project timeline: September 2022-August 2024

	September 2022	Fall	Winter	Spring	Summer	September 2023	Fall	Winter	Spring	Summer	August 2024
Ongoing meetings of Project Team for planning and relationship-building											
Review of the existing asset maps and local cultural and historical knowledge											
Facilitaiton of Community Listening Sessions											
Revision of exhibition plan to include listen, welcome, co-create strategy											
Design Charettes											
Exhibit concept development/refinement											
Prototype of exhibits											
Check-in with panel of advisors											
Fabrication of exhibits											
Finalized exhibits testing and evaluation											
Exhibit installation											
Development and pilot of extension activites											
Extension activities available on website											
Extension activities signage installed											
Grand Opening: Science in the Park											
Ongoing evaluation											
Develop sustainability plan											
Disseminate learning and results at conferences and in written final report											

DIGITAL PRODUCTS PLAN: *Family Science in Tiguex Park*

I. TYPE

What digital products will you create?

The Explora Digital Products Plan will include digital materials for families to explore as extensions to hands-on STEAM exhibits at the “Tiguex Science Park.” Digital assets will include up to 15 extension lessons accessible via QR codes and/or web pages, along with any additional resources recommended by our Project Team members (such as pamphlets, forums, blogs, etc.). The materials will be created digitally and will be shared openly with guests and visitors to Explora’s website. All materials will follow Explora’s brand standards, which require a high degree of aesthetic and grammatical accuracy. Data collection will be done through acid mapping. Content produced by Explora and its partners will be stored on digital servers (provided by Google Drive), archiving it with reference to author, type of content, creation date, et cetera.

II. AVAILABILITY

How will you make your digital products openly available (as appropriate)?

The proposed 15 extension lessons will be developed and offered to families through QR codes at Tiguex Park, on Explora’s website, or at the museum. All materials will be formatted for both mobile and desktop use, ensuring accessibility via all standard web browsers.

The results of this program also will be included in Explora’s Annual Report, which is available on our website.

III. ACCESS

What rights will you assert over your digital products, and what limitations, if any, will you place on their use? Will your products implicate privacy concerns or cultural sensitivities, and if so, how will you address them?

Explora and its partners will create guiding documents, exhibit signage, written and visual guides, and related supplemental materials to assist families in utilizing the “Tiguex Science Park” exhibitions. Any digital content will be collected by Explora and shared among partners, as requested. Partners will hold the copyright to the materials they create and will distribute the materials to their staff, partners, and on-site visitors. All partners will agree to assign an Attribution-ShareAlike 4.0 International Creative Commons license to the content, allowing copying, redistribution, and adaptation for any purpose under the condition of giving appropriate credit and sharing derivative works with the original license.

The materials will include original writing and images created by Explora and its partners, who will provide the permission and rights to use such materials. In certain cases, images of visitors and staff may be used in the materials. In such cases, written permission will be obtained from the subjects, or in the case of minors, from their legal guardians. The project partners do not anticipate generating content that will raise cultural sensitivities.

IV. SUSTAINABILITY

How will you address the sustainability of your digital products?

Content produced by Explora and its partners will be stored in the cloud via Google Drive. Explora uses the Google Suite for all storage and data needs. This enables Explora to securely store and maintain our digital products with great flexibility. We are committed to simplifying our digital footprint by migrating all of our outdated internal server-based applications. Explora is currently applying for other grants to assist with the continued migration and optimization of our internal systems. To sustain our high standards of security, privacy, and asset management while avoiding tech debt, Explora utilizes only SaaS solutions.