



Inspire! Grants for Small Museums

Sample Application IGSM-253022-OMS-23
Project Category: Institutional Capacity

SEE Science Center

Amount awarded by IMLS:	\$50,000
Amount of cost share:	\$12,926

The SEE Science Center will increase its ability to welcome visitors with disabilities by removing barriers in the built environment and through a new inclusive customer service staff training program. Project activities include conducting two Universal Design principles staff trainings for SEE's Access Team; selecting, ordering, and installing new accessible equipment and furnishings; creating an acoustic mitigation report; and designing and implementing new inclusive staff customer service training based on Universal Design principles. The project will involve engaging a consultant to serve as SEE's accessibility and inclusion advisor and trainer. The project will result in a more welcoming and accessible space for all visitors including those with physical and neurosensory disabilities.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion
- Performance Measurement 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.

Project Justification

Christine Reich, Director of Exhibits at Museum of Science, Boston explains, “As institutions known for their interactive and self-directed activities, science museums already exhibit many of the principles of universal design for learning that foster equitable learning environments for all.” However, she continues, “true commitment to the inclusion of people with disabilities remains an exceptional practice—not the norm.”¹ To this end, SEE Science Center proposes its project, *Creating a Culture of Anti-ableism: Capacity Building in Universal Design and Cultural Competencies for Welcoming Visitors with Disabilities (CCA)*, to allow the museum to take the next steps in its inclusion and accessibility capacity-building to ensure that visitors with disabilities,² their aides, caregivers, and families receive the most inclusive and welcoming learning experience SEE can offer by following the principles of Universal Design. As such, SEE’s CCA project addresses IMLS’s Goal 2 for its Inspire! grants: Strengthen Community Engagement, specifically Objective 2.1: Promote inclusive engagement across diverse audiences. This work arises from several aspects of SEE’s 2021- 2024 Strategic Plan, especially its strategic value of being “Inclusive: We create a welcoming and accessible space where we cultivate a commitment to equity, value diversity, and treat all people with dignity and respect.”

As museums work to expand and diversify their audiences, they increasingly focus on the multiple requisite variables involved in creating a truly welcoming and engaging experience. The authors of “Visitor Voices: A story of accessibility and inclusion” identify four areas where challenges to accessibility can arise for visitors with disabilities during museum visits: communication, environment, collections, and social opportunities.³ SEE’s groundwork for the CCA project (outlined below) has two top priorities for increasing its accessibility and welcome for visitors with disabilities: (1) staff training to increase internal capacity for consistently inclusive customer service and applied knowledge in the principles of universal design and (2) replacing museum furnishings that create sensory and physical barriers (and sometimes safety issues) in the built environment of SEE’s exhibit and program spaces. As such, CCA will directly address the first, second, and fourth of the challenges identified in Visitor Voices.

The initial target group for the staff training aspect of the CCA project is the Museum’s seven full-time staff. The second target group for the training will be SEE’s five – nine part-time staff and all future hires, who will be trained by the full-time staff using a train-the-trainer model developed with the assistance of SEE’s universal design consultants from the Institute for Human Centered Design (IHCD). The target group for the physical changes to the museum is also the most immediate beneficiary group of the entire CCA project, namely visitors with physical and neurosensory disabilities, who come to SEE on group visits with disability service organizations, as part of school visits and with their families. Disability service organizations that partner with SEE serve over 4000 clients who, under SEE’s Access Pass Project, can visit weekly with their aides and educators. In addition, SEE serves individuals with disabilities on school field trips, and in family groups. For a sense of the size of this beneficiary group, consider that in Manchester public schools, 26.6% of the district’s 13,500 students have a disability⁴, while 12.6% of New Hampshire residents report having a disability.⁵ Additional beneficiaries include the aides, educators, and families who visit the museum with individuals with disabilities (*Supporting Document 1*). As Batya Swift Yasgur, MA, LSW notes, in her study of siblings of individuals with disabilities, ableism also affects non-disabled siblings and parents. All family members can feel stress in social settings where they can “feel both embarrassed by and protective of their family members with a disability”.⁶ Non-accessible/non-welcoming spaces therefore impact the feeling of belonging and comfort of entire family groups. The target group for this project, children with disabilities, is a highly protected group. To prevent the potential for harm during the study, SEE will be using feedback from aides and user/experts as described in the project workplan to mitigate risks that may be posed by direct interviews with the target audience.

Early in the COVID-19 pandemic SEE Science Center began a major effort to become more inclusive, welcoming a far more diverse audience than prior to the pandemic. It expanded its school programming from 2-5th grade to Pre-K to 8th grade and drastically increased its program delivery for marginalized and underserved audiences including ESL, low-income, BIPOC, and individuals with physical and neurosensory challenges. In April 2021, SEE’s Board of Directors codified this inclusion work in SEE’s 2021-2024 Strategic Plan under the value of “Inclusive: We create a welcoming and accessible space where we cultivate a commitment to equity, value diversity, and treat all people with dignity and respect.”

While CCA naturally emerged from SEE's strategic plan, it also arises from new pandemic-energized partnerships between the museum and community organizations that serve students with severe and/or multiple disabilities. In 2020, SEE Science Center welcomed a new Executive Director, Ms. Shana Hawrylchak. Ms. Hawrylchak came to SEE having previously worked at both the Museum of Science, Boston and Perkins School for the Blind - both organizations renowned for their work in universal design and groundbreaking techniques for inclusive programming for individuals with physical and cognitive disabilities. While at Perkins, Ms. Hawrylchak witnessed the enormous isolating effect of the pandemic on the disabled community, especially those with severe and/or multiple disabilities for whom virtual learning was, at best, challenging.

Recognizing that while closed to the general public SEE's multi-modal, experiential learning venue might serve as a resource for in-person learning to this population, Ms. Hawrylchak quickly worked to reestablish an existing relationship SEE had with the Moore Center and began a new relationship with the Nashua Center, two local non-profits focused on working with individuals with disabilities. Leadership from these organizations explained that finding an environment within the community where their clients to learn at their own pace, socialize without being judged, and feel comfortable and welcome is imperative to their clients' growth, learning, and development. Success of this pilot led SEE to create its Access Pass Program to allow participants and aides from social service organizations serving the disability community to visit SEE weekly for free exploration, programs, and volunteering opportunities.

As SEE had successfully expanded its audiences, its staff increasingly noticed access challenges and physical safety issues presented by the built environment of the museum's program and exhibit areas for some visitors. Thus, SEE hired Michael Horvath, Senior Director of Exhibits at the Museum of Science, Boston to conduct a universal design review to assess the physical contributors to these issues and to make recommendations for remedies. Mr. Horvath, who has over 25 years of experience in applying the principles of universal design to museum environments, reviewed seating and tables, sightlines, lighting, sound, and physical access. His most urgent recommendations centered on seating, which not only present physical access barriers to exhibit interactives and program activities but pose actual safety concerns, especially for children with disabilities. His additional top recommendations included addressing sensory barriers such as poor lighting and acoustics. (*Supporting Document 2*)

The CCA project will allow SEE to build on its success in reaching diverse audiences by eliminating its top **two challenges** to maintaining and expanding its work to create an inclusive and welcoming environment for visitors with disabilities: **(1) physical and sensory barriers** to exhibit interactives and program activities and **(2) a lack of a pervasive staff culture in inclusive customer service.**

Accessibility barriers are an intuitively obvious challenge, but it is Horvath's Universal Design review that identified exactly which barriers are most egregious: heavy, nearly immovable stools that block interactive stations; chairs with rocker bottoms that can tip over and gaps that entrap feet; high stools without back support that create a risk of falls; and benches without back support or armrests; poor lighting and black flooring in one room that makes navigation with low vision difficult or dangerous, and sound intrusion that obstructs auditory information in galleries. As noted, Horvath's review was prompted by actual staff observations of problems visitors with disabilities and their aides were experiencing with museum furnishings that interfered with a safe and fully inclusive visitor experience. SEE is seeking funds to purchase classroom and exhibit floor seating, and new lighting in line with his specific recommendations, and for limited quantities of acoustic panels that SEE can use to conduct several acoustic mitigation pilot tests that he has recommended.

The lack of *pervasive* staff knowledge, skills, and experience in addressing the particular needs of visitors with physical and neurosensory disabilities arises from two issues common to small museums – namely, having a small core staff with heavy reliance on part-time seasonal staff, and having a small operating budget for salaries. When SEE began its Access Pass Project, it hired a special education and inclusion expert, Michelle O'Neil, on staff, to help work directly with organizations and to create access supports such as handouts, sensory materials and to provide special orientation to assist inclusion aides in facilitating their clients' museum experience. While SEE made significant headway with O'Neil on staff, O'Neil left SEE after a short tenure for a position offering a salary that was double the highest salary SEE could offer. O'Neil's leaving led to the realization that an internal inclusion expert is not financially sustainable when competing positions can offer salaries higher than that of SEE's Executive Director for the same role. Thus, inclusive

customer service must become *pervasive* in SEE's professional culture: baked into every staff member's consciousness and professional practice, incorporated into all onboarding processes, and consistently modeled for new staff by all experienced staff. SEE seeks funding to bring in consultants from the Institute for Human Centered Design (IHCD) to conduct this training using a train-the-trainer model to set SEE up for success in creating this pervasive culture of inclusion.

Project Work Plan

SEE is structuring the CCA project so that all aspects of the project, including upgrading its built environment, will be learning-by-doing opportunities for the staff. Further, to create a pervasive and ongoing culture of inclusion at SEE, the project will use a train-the-trainer model that SEE's project team will develop with the input of its accessibility consultant and project advisors. Finally, the project is structured to build on SEE's institutional relationships with local disability-services organizations, public schools, and families with individuals with disabilities.

SEE's five-member core project team, its Access Team, will be headed by Executive Director Shana Hawrylchak, who will serve as the CCA Project Director, while Deputy Director Peter Gustafson will be the Grant Administrator. Additional team members will be Visitor Experiences Director Rebecca Mayhew, Visitor Experiences Coordinator Mary Kate Lang, and Design Coordinator Adele Maurier. SEE's accessibility consultant for the project will be the Institute for Human-Centered Design (IHCD) of Boston, MA, who will carry out the tasks described below. SEE's Project Advisory Council will include representatives from local organizations that serve individuals with physical and neurosensory disabilities and special education representatives from the Manchester School District.

During the project, SEE staff and the Institute for Human-Centered Design (IHCD), will complete **six tangible deliverables**. IHCD will be responsible for **(1) conducting two trainings** for SEE's Access Team. The first, applying the principles of Universal Design to SEE's specific built environment, will take place in late Fall 2023, while the second, focused on inclusive customer service, will be in Spring 2024. SEE's Access Team's duties will be learning-by-doing tasks, including **(2) selecting, ordering, and installing new equipment and furnishings** (December 2023 – March 2024); **(3) creating an acoustic mitigation report** detailing the locations and results of acoustic paneling pilot trials; **(4) creating new staff training materials** (June – July 2024) and **(5) conducting trainings** of part-time and new staff (August 2024 – ongoing), **(6) writing a final evaluation report** compiling staff self-evaluations, observations of participants, and IHCD feedback on trainings. Each of these learning-by-doing activities will be reviewed by IHCD consultants and the Project Advisory Council prior to implementation. IHCD will take lead on task 1; Maurier will take the lead on tasks 2 and 3; Mayhew and Lang will have shared responsibility over tasks 4 and 5; and Hawrylchak will work with IHCD on task 6.

Improvements to SEE's physical and sensory accessibility will be driven by the input from a team of IHCD's User/Experts - individuals with physical, sensory, or functional limitations whose lived experience confers expertise on dealing with challenges presented by built environments. Maurier will first research, price, and select appropriate furniture and fittings purchasing physical samples (October 2023). The User/Experts will then review SEE's classroom and exhibit spaces as well as potential purchase samples with SEE Access Team members and IHCD. This highly customized and practical review will offer a user-centered assessment and adjustment of Horvath's suggestions and review of potential purchases. Following this session IHCD will conduct a universal design training session with SEE staff and review User/Expert feedback (November 2023). Based on feedback, Maurier will place orders for appropriate furniture and fittings (December - March 2024). The *expected* order of installing the upgrades during this time will be lighting, exhibit hall seating, classroom seating, and acoustic mitigation panels. However, if supply chain logistics present issues, this order may change. Further, sound mitigation will be pilot tested, which means that the acoustic panels will be installed, assessed, and reinstalled in several places over the course of the project. (See list of potential purchases in Budget Justification.)

Project management tasks include: (1) Hawrylchak will lead monthly meetings of the Access Team to discuss progress on all tasks relative to timeline and budget and troubleshoot as needed to stay on track. (2) Gustafson will track all purchases, expenses, and match spending, and will ensure that all project documentation and data is stored on SEE's central server which is regularly backed up off-site. (3) SEE's Access Team will hold quarterly Advisory Council meetings

with its project advisors to help us assess, and correct as needed, the project progress and effectiveness. (4) Project reporting will be by Hawrylchak, with supporting financial reporting by Gustafson.

Performance Management and Evaluation Tasks include: (1) administering a staff self-evaluation questionnaire featuring retrospective pretest and post-test questions on changes in awareness, knowledge, skills to measure the learning impact of the staff trainings, whether conducted by IHCD (for full-time staff) or by SEE staff (for part-time staff). Additional questions about staff's comfort with applying training and any lingering concerns/questions will allow for additional support. (2) Another measure of the full-time staff's learning will come from IHCD's review of staff-developed training materials. (3) SEE will pilot test acoustic materials by testing sound levels with and without acoustic panels during busy visitation days using a cellphone decibel measurement app.

Dissemination tasks will include: Hawrylchak will provide project updates to fellow executive directors of the New Hampshire Hands-on Museum Collaborative, which she founded, and chairs. SEE staff will author an article about the project for publication by the Association of Children's Museums (ACM), New England Museum Association (NEMA), Association of Science and Technology Centers (ASTC), and/or similar museum professional organizations. SEE's team will propose to conduct conference session(s) or webinars for NEMA (such as "Lunch with NEMA"), ASTC, etc. and will use all conference attendance for informal dissemination opportunities.

Though cost-share is not required, SEE will be contributing all staff salary, wages, and fringe, which we estimate to be \$10,625.00 for the participating full-time project staff. Additionally, SEE is contributing \$1,800.00 from SEE's Inclusion Fund to cover the cost of the Access Passes we will be providing for free to community partner organizations during this grant period. SEE will also be contributing miscellaneous hardware totaling approximately \$500.00 during the grant period. From IMLS, SEE is seeking a total of \$50,000.00 which will be divided into: \$31,060.00 for Supplies and Materials; \$16,550.00 in consultant fees for the Institute for Human Centered Design; \$1200.00 for advisor honoraria (\$100.00/hr.); \$1,190.00 for conference fees disseminate grant findings at ACM and ASTC (*Supporting Document 3*).

Strategies for mitigating risks to the project go hand-in-hand with strategies designed to ensure responsible investment of grant funds and staff time. Risks and the mitigation we have identified include: 1) Loss of institutional knowledge. This project allows SEE to not rely on a single staff position. The training that SEE develops and implements during the CCA project will become part of SEE's ongoing onboarding process for all current and future staff ensuring share knowledge and the longevity of this shift in workplace culture. 2) Protecting visitor rights. The students and clients of community partner organizations, families, and schools are in many cases minors with multiple or severe disabilities, who are therefore a protected legal class, making "never about me without me" something we cannot accomplish directly, given SEE's small staff which lacks the requisite resources, human subject training, and Internal Review Board review. As a proxy, we are relying on SEE's Advisory Council and IHCD's adult User/Experts to provide feedback for this user group. 3) Unpredictable costs and availability of materials and supplies. The CCA project schedule is structured to minimize the potential risks posed by supply chain issues and rising costs. We front-loaded the project schedule with built-environment-related work, such as the IHCD User/Expert site review and universal design training, so that we can order materials early in the project to allow for long leads and slow shipping. Other potential mitigation we can consider if needed would be re-arranging of the installation schedule, seeking alternative items recommended by IHCD; and, if costs escalate significantly, we will purchase fewer chairs through the grant and seek to fundraise for additional purchases. 4) Performance of the purchased items. Horvath's review generated a list of potential purchases and mitigation tactics which we used to generate the budget for this project. By undergoing a second review of SEE's built environment and all furnishings and materials by IHCD's staff and User Experts before placing any orders, we are increasing SEE's chances of finding the right products. 5) Finally, unlike seating in which the product can be assessed out of context, acoustic mitigation is very location-specific, and therefore inherently risky to install wholesale. We are therefore purchasing only enough mobile acoustic panels to be able to conduct performance tests in multiple spaces. This information will allow us to make more informed purchases after the grant period.

Project Results

This project is designed to address SEE's top two challenges to providing an accessible and welcoming experience for visitors with disabilities through (1) replacing museum furnishings that create physical and sensory

barriers in the built environment of SEE's exhibit and program spaces and (2) staff training to increase internal capacity for (a) consistently inclusive customer service and (b) applied knowledge in the principles of universal design.

Throughout the course of this project SEE will eliminate physical barriers in SEE's built environment, specifically through the replacement of inaccessible chairs in classrooms with sturdy but moveable four-legged chairs with solid backs (with and without arms) that safely accommodate visitors of a variety of ages, sizes, physical and sensory needs and who use a variety of mobility devices. In SEE's exhibit galleries, SEE will replace heavy immobile "homemade" seating at interactives with sturdy but lighter stools that can be moved by visitors as needed to allow access; and address a shortage of resting places by adding additional bench seating and upgrading existing block benches with additional side arms that can assist sitting and standing. SEE will also work to mitigate sensory barriers in the built environment, specifically: In the dark room optics gallery, add carefully targeted lighting to allow visitors to see signage and to eliminate shadows on the floor that can present tripping hazards; and remove a dark floor mat and paint the uncovered floor a light color to eliminate trip hazard visual "cliffs". (Note that the flooring remediation work will be self-funded.) In SEE's exhibit galleries, SEE will pilot test hanging and free-standing acoustic paneling to reduce ambient noise and sound bleed that can present challenges to hearing and communication, to sensory processing, and to navigation by sound. These panels will be tested in multiple spaces to inform future investments in acoustic mitigation.

This project is structured to create a pervasive culture of inclusion at SEE by ensuring that SEE staff are not merely bystanders of IHCD trainings but are intimately involved in the development and implementation of this new culture. Throughout the course of this grant period, SEE staff will document the observations and recommendations of User/Experts, receive feedback from the advisory group, develop and revise training materials and run those trainings with junior staff.

The results and products of this project, and how they will be documented are: **(1)** SEE's Access Team will participate in **two staff trainings conducted by IHCD**; **(2)** SEE will have **purchased and installed new equipment and furnishings**; **(3)** SEE will create an **acoustic mitigation report** detailing the locations and results of acoustic paneling pilot trials; **(4)** SEE staff will create **new staff training manual** reviewed by IHCD; **(5)** SEE will **complete staff trainings** for all current part-time and new staff; **(6)** a **final evaluation report** including lessons learned and information compiled from a summary of staff self-evaluations, observations of user/experts and a summary of IHCD's review of those materials.

The sustained impact of the CCA project is woven into the project's design. Built materials are being vetted for 20–30-year durability, the approximate time period for which SEE anticipates these materials will be used, based on prior furniture purchases. Acoustic materials which are one of the most expensive elements for any organization to install are being tested to ensure that future investments can be slowly made in the areas with greatest sensory impact. A train-the-trainer model is being utilized rather than a single expert training model to ensure that SEE can continually train new and front-line staff joining the organization. Five of SEE's seven full-time staff will be involved in the core Access Team ensuring that the loss of no one staff member would end SEE's work in this area. SEE's senior staff and Board have approved SEE's Access Pass program allowing SEE to continue to foster community partnerships beyond the project. The sustainability of the CCA project, and the future improvements that the project will set in motion, is a vital component for achieving SEE's strategic value of being Inclusive by creating an accessible and welcoming visitor experience for visitors with disabilities and those who educate, support, and love them.

¹ Christine Reich. "Changing Practices: Inclusion of People with Disabilities in Science Museums" *Dimensions* Association of Science and Technology Centers. November/December 2012. <https://www.astc.org/astc-dimensions/changing-practices-inclusion-of-people-with-disabilities-in-science-museums/>

² Understanding that the preference for person-first or identity-first language rests with the individual, SEE is using identity-first language in this proposal, as this is the more common usage by SEE's community organizations when referring to their clientele.

³ Annie Leist, Sheri Levinsky-Raskin, and Barbara Johnson Stemler. "Visitor Voices: A story of accessibility and inclusion." *Museum American Alliance of Museums* (September–October 2015): 36–42.

https://sjlrolutions.com/wp-content/uploads/2021/08/VisitorVoices-AAM_MuseumMagazine-2015.pdf

⁴ "Manchester School District, Manchester, NH LEA Summary of Selected Facts." Civil Rights Data Collection, U.S. Department of Education, Office of Civil Rights <https://ocrdata.ed.gov/profile/9/district/30839/summary>

⁵ "Facts and Figures: The 2019 Report of Disabilities in New Hampshire." Institute on Disability/UCED, University of New Hampshire, <https://iod.unh.edu/facts-and-figures/>

⁶ Batya Swift Yasgur, MA, LSW. "Emotional Problems Facing Siblings of Children with Disabilities" *Psychiatry Advisor*, June 20, 2017.

<https://www.psychiatryadvisor.com/home/topics/child-adolescent-psychiatry/emotional-problems-facing-siblings-of-children-with-disabilities/2/>

Applicant Name: SEE Science Center

Project Title: Creating a Culture of Anti-ableism: Capacity Building in Universal Design and Cultural Competencies for Welcoming Visitors with Disabilities (CCA)

Performance Measure	Data We Will Collect (e.g., counts, costs, weights, volumes, temperatures, percentages, hours, observations, opinions, feelings)	Source of Our Data (e.g., members of the target group, project staff, stakeholders, internal/external documents, recording devices, databases)	Method We Will Use (e.g., survey, questionnaire, interview, focus group, informal discussion, observation, assessment, document analysis)	Schedule (e.g., daily, weekly, monthly, quarterly, annually, beginning/end)
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<p>Effectiveness: The extent to which activities contribute to achieving the intended results</p>	<p>1. Measuring Effectiveness:</p> <ul style="list-style-type: none"> a. To ensure that changes to the built environment will be effective, SEE staff will work with our inclusion consultants, the Institute for Human Centered Design (IHCD) and their User/Experts (U/E) to conduct a review of our exhibit and education spaces, as well as sample products, will record IHCD and the U/E’s recommendations, and use the recommendations to guide all purchases. b. All sound mitigation materials will be purchased in small quantities so that SEE can pilot-test their effectiveness in different spaces using a decibel measurement phone app. (Note that purchases of acoustic material beyond the pilot test quantities falls outside the scope of this project.) c. At its quarterly Advisory Council meetings, SEE staff will solicit feedback on the project’s effectiveness in improving the visitor experience for their clients and students, making note of any potential improvements. d. After SEE’s Access Team participates in trainings by IHCD, the participating staff will complete a retrospective pretest and post-test assessing changes in their relevant awareness, knowledge, skills, and confidence in the applying the principles of universal design and creating a welcoming space for visitors with disabilities to their jobs. e. To assess the effectiveness of the train-the-trainer model, IHCD will review the training materials created by SEE’s Access Team. Further, the junior staff who are trained by the SEE’s Access Team will complete the same self-evaluation assessment described in (d), above. 			
<p>Efficiency: How well resources (e.g., funds, expertise, time) are used and costs are minimized while generating maximum value for the target group</p>	<p>2. Measuring Efficiency:</p> <ul style="list-style-type: none"> a. The proposed improvements to SEE’s built environment are drawn from the September 2022 universal design review by Michael Horvath, allowing us confidence in the proposed budget. To further ensure that grant funds will be used as efficiently and effectively as possible, all proposed purchases will be reviewed by IHCD and/or its User/Experts to confirm that the products will increase accessibility as expected. [Note that all purchases will balance durability with price to ensure the sustained impact of the expenditures. Regarding durability, for instance, the chairs being replaced are second-hand, purchased in the 1980s; we will be seeking chairs with similar longevity. Regarding price, the chairs quoted in the project budget are 50% of the price of the chairs originally recommended by Horvath, but with similar attributes. Finally, should an item in the budget become unavailable due to supply chain or manufacturing issues, SEE will look for alternatives recommended by IHCD.] b. Purchases of equipment will be tracked and confirmed to have stayed within budget. Purchase records, such as orders and receipts, will be included in final grant report. Should costs of equipment or shipping rise above the amount budgeted, SEE will, in consultation with IMLS, consider remediating furniture within fewer spaces properly rather than remediating all spaces poorly. c. Sound mitigation materials will be purchased in small quantities so that SEE can pilot-test their efficacy in different spaces. The assessment of these mitigations (described in 1 b, above) will be reported to IMLS, and will drive where SEE will ultimately install these materials to ensure the best mitigation “bang for the buck”. d. As noted above, SEE is ensuring efficient use of the consultant’s time by following a train-the-trainer model, which will be assessed as described in 1. e, above. 			

<p>Quality: How well the activities meet the requirements and expectations of the target group</p>	<p>3. Measuring Quality:</p> <ul style="list-style-type: none">a. To measure the quality of the staff training by IHCD, the staff self-assessment instrument (described in 1. d, above) will include questions about the quality of the training, with a special focus on its practical utility such as “I will be able to apply this training to my work.”b. During the quarterly Advisory Council meetings, the advisors will be asked to reflect specifically on the quality of their clients’, staffs’, and families’ interactions with SEE’s staff and the overall accessibility of their visits.
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<p>Timeliness: The extent to which each task/activity is completed within the proposed timeframe</p>	<p>4. Measuring Timeliness:</p> <ul style="list-style-type: none">a. The Project Director will lead monthly meetings of SEE’s Access Team to ensure that all project activities are happening in accordance with the project timeline and will work with the team to correct for any slippage off of that schedule.b. At the monthly meetings, the Access Team will compare the expected delivery dates of material and equipment to the dates in the project schedule. To mitigate the risks posed to the schedule by global shipping and supply chain issues, the project is structured to front-load all purchasing decisions and orders. (The potential for long lead times for furnishings is the primary reason why staff training by the accessibility consultant will first focus on the physical aspects of Universal Design.) However, if the Project Director discovers delays that threaten the project schedule, she will re-arrange the installation schedule for new furnishings if needed, as the installations are not dependent on each other.
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