



Museums for America

Sample Application MA-249077-OMS-21
Project Category: Lifelong Learning

Long Island Children's Museum

Amount awarded by IMLS:	\$249,475
Amount of cost share:	\$257,415

The project description can be viewed in the IMLS Awarded Grants Search:
<https://www.imls.gov/grants/awarded/ma-249077-oms-21>

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

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.

Saltwater Stories: The Sea & Me – Phase 2, Design & Educational Resource Development

Project Justification

Project Overview

The **Long Island Children's Museum** (LICM) in Nassau County, NY, requests \$249,475 from IMLS' *Museums for America* program for the **second phase** of the development of a **new permanent exhibition** entitled: ***Saltwater Stories: The Sea & Me***. The *Saltwater Stories* exhibition will engage family and school audiences in an exploration of the local maritime traditions that have shaped the historical, cultural and economic development of Long Island. A *Museums for America* grant received in 2019 enabled LICM to bring advisors and consultants together with staff to begin exploring how ***Saltwater Stories*** could tell a larger story about the people and communities over time who have relied on the sea for their livelihood.¹ To date, the project team has conducted research and evaluation to develop an interpretive framework, concept bubble diagram and concept document.

Brief History of the Project

Saltwater Stories first began in 2009 as weekend-long programs at LICM. A large, maritime-themed space featured local women and men whose livelihoods were tied to fishing and the bay, examples of both historical & contemporary fishing equipment and tools, photographs, live sea creatures and smoked fish for visitors to eat. In 2011, with support from Humanities New York and the New York State Council on the Arts, the program was expanded to encompass three weekends in January – each with a different theme (History of the Bay House, Native American Whaling Traditions & Historic Maritime Artifacts). These immersive events were enthusiastically received by the public and community collaborators.



Over time, LICM developed critical relationships with advisors, tradition bearers and related organizations around this subject matter. This group grew to include *new* advisors with complementary areas of expertise for the 2019 grant. For Phase 2, LICM will continue working with this group by clustering them into content-specific “pods” and adding community as well as educator advisors. Key activities for the Phase 2 grant period include: site visits to other institutions, design development and final design of the exhibition, research and development of educational programs and resources, meetings with content and community advisors, evaluation, the creation of educational content for LICM's website, a preliminary marketing strategy and the drafting of CAD drawings for fabrication.²



Community Interest & Need

Program evaluation findings showed that intergenerational groups were engaged with and exceptionally interested in the subject matter. One reason the *Saltwater Stories* programs were successful was because visitors had the opportunity to interact directly with the fishermen/women, baymen/women & other tradition bearers who shared their stories, thus the name *Saltwater Stories*. As part of the experience, LICM staff learned that

¹ LICM received an IMLS MFA grant in 2019 to support Phase 1 of the exhibition development process. At the time of this submission, the project team is completing the second year of this grant.

² At the conclusion of Phase 2, LICM will be ready to issue RFPs to fabricators.

many of these traditions, including knowledge about how & where to fish, how to clam, how to read the “signals” of flora and fauna and the fundamental ebb and flow of the seasons were being lost and not passed down from generation to generation as they once had been. LICM staff also found that there was a need for the *Saltwater Stories* programs



for Long Island residents originally from coastal communities in Mexico and Central America. Several of these families shared with staff their joy and relief at finding fishing communities on the shores of Long Island where they could easily integrate themselves and begin working in an environment that was both familiar and comfortable. In addition, LICM staff noted that the adult visitors responded positively to nostalgic recollections of fishing as children.

After participating in *Saltwater Stories* programs, visitors frequently said they would initiate fishing trips with their children/grandchildren. Due to the strong appeal of the subject matter for family visitors to the Museum and its natural alignment with Long Island history and New York State Social Studies Learning Standards, LICM decided to pursue the idea of transforming the successful - but temporary - programming into a new permanent exhibition. The working title of ***Saltwater Stories: The Sea & Me*** encompasses maritime stories, the relationships people have had with the sea for centuries and the responsibility we *all* have for keeping

the sea healthy. The new exhibition will be a distinctive offering for Long Island’s families as there are no other permanent, interactive exhibitions designed for family audiences that are similar in scope to *Saltwater Stories*.

Summary of IMLS MFA 2019 Year 1 Activities (Oct. 2019 – Sept. 2020)

The first year of the current IMLS grant supporting Phase 1 of the exhibition development process has focused on research, concept development and evaluation. Grant tasks have proceeded unimpeded during this time. Following one on-site meeting at the Museum in December 2019 between staff, advisors and consultants, subsequent meetings have occurred virtually, and the development of documents remained on schedule. Working together with advisors and consultants, the LICM project team has completed: 1) a logic model, 2) concept development, including an interpretive framework, concept bubble diagram, and concept document [See: Attachments], and 3) formative evaluation. **By the end of Year 2** (Oct. 2020-Sept. 2021), the project team will have completed: 1) schematic design, including an outline of exhibition sections & potential activities, preliminary floor plans and renderings, 2) descriptions of collaborating organizations’ collections, including artifacts or archival material that could be reproduced or photographed for the exhibition to provide historical context, and 3) a final evaluation report.

Benefitting Audiences

The primary benefitting audiences for the new permanent *Saltwater Stories* exhibition are **children, families and educators**. This includes the Museum’s core audience of families as well as visiting school groups. LICM anticipates that after the first year the new *Saltwater Stories* exhibition is open (when attendance would be heaviest), that approximately **60% of the Museum’s annual attendance of 275,000** would visit the exhibition. This estimate is based on data from biennial visitor surveys as well as informal observations and conversations with Museum members who comprise nearly 30% of the annual audience numbers.

The benefitting audiences have been and will be involved in the planning of the exhibition. Because of previous *Saltwater Stories* weekend programming where staff was able to informally interview visitors about their experiences, the primary benefitting audiences have been involved in the planning of this project. Through evaluation conducted during those programs, LICM staff learned that the content struck a chord with families and was particularly appealing to fathers and grandfathers who enthusiastically talked with fishermen and recalled their own fishing experiences with their children/grandchildren. The fact that the program resonated with adult males is especially important to LICM, where visitor demographics of adults tend to skew towards women. Because this is a common challenge for most children’s museums, LICM was pleased to see upticks in adult male attendance during *Saltwater Stories*.

Saltwater Stories also extended the reach and impact of the Museum’s humanities programming to key target audiences, including underserved or recently immigrated populations on Long Island from fishing cultures. Thus, *Saltwater Stories* increases male involvement and advances LICM toward its goal of engaging diverse, intergenerational audiences in participatory, educational experiences. To inform exhibition design and education program development in Phase 2, LICM is utilizing an existing elementary teacher advisory group from the neighboring Westbury School District. Not

only can teachers provide input, but concepts and lesson plans can be tested in their classrooms. Additionally, if needed, students can prototype activities or exhibit components and provide feedback.

Advancing the Strategic Plan

The development of the *Saltwater Stories* exhibition and related educational programs & resources supports the Museum's Strategic Initiative #1: *Our Exhibits: Offer inspiring, multi-disciplinary, and socially relevant exhibits to serve as catalysts for individual learning and community interaction,*" and it directly advances the specific Strategic Goal (1.2) to develop "New Permanent & Temporary Exhibits: Create and offer innovative, interactive exhibits that stay fresh and evolve, continuing to engage and inspire our visitors and staff;" as well as its related outcome of having a new permanent exhibit in the planning stages by the end of FY19. The project also advances goals (2.2. & 2.4) for Strategic Initiative #2 - *Programs & Program Initiatives*, by creating "meaningful, innovative and engaging public programs" and; "Continue to provide quality programs.." to schools, with the Outcome of "...enriching and extending their educational efforts." [See: Strategic Plan Summary for Additional Points]

Addressing Goals of Museums for America & Lifelong Learning Category

This project directly supports the goals of the Museums for America program as a whole, and the Lifelong Learning category in particular, as it strengthens the ability of LICM to serve its public through the creation of a new permanent exhibition that is reflective of its community and history, and appeals to intergenerational groups. Long Island's maritime ties are deep — spanning generations of families and shaping Long Island's history, culture and economic development. For centuries, Long Island's bays, rivers, sound and ocean waters have sustained whalers and fishermen and have supported significant commercial and recreational fishing industries. This exhibition will engage visitors in an exploration of this shared heritage.

Project Work Plan

Specific Activities: Sequence and Descriptions

Project activities have been developed to support intended results (described below). Over the course of the project, LICM Project Staff will collaborate with advisors to ensure that content in both the exhibition and educational programs and resources is accurate, reflects balanced perspectives and supports correlating take away messages. The sequence of project activities is as follows:

Year 1: September 2021 – August 2022

- Evaluation: Review of Phase 1 logic model, Confirmation of Phase 2 evaluation plan, Team-Based Inquiry³ projects for Education & Exhibit Department staff to promote synergy and identify indicators for logic model outcomes, Assessment of needs and interests of public & school audiences for educational program development.
- Exhibition Design Development: 1) Translate content into an immersive and evocative exhibition environment, 2) Identify interactive elements, 3) Collaborate with technology consultant (TBD) to determine optimum use/integration, 4) Conduct prototyping with target audiences, 5) Create floorplans, elevations, and renderings of exhibit and components, 6) Develop exhibit script to express content in a narrative form, 7) Generate profile of text, graphic and color elements and material boards. [Most of these steps will have multiple iterations.]
- Educational Program & Resource Development: 1) Assess needs and interests of public and school audiences, 2) Collaborate with advisors and tradition bearers⁴, 3) Research and develop program outlines for families (weekend guests & workshops, special events, etc.), early elementary teachers & students and community groups (field trips, exhibition-based workshops, etc.).
- Marketing/Communications: Add new pages to LICM's website that shares the *Saltwater Stories* development process with the public. "*Saltwater Stories: Behind the Scenes*" is highlighted in social media and targeted email invitations where embedded pop-up questionnaires will gather additional data for evaluator around key questions.
- Review meeting for full project team and advisors [in-person if feasible], adjustments determined for Year 2.

Year 2: September 2022 – August 2023

- Evaluation: Review logic model, Implement Year 2 evaluation activities including Assessment of needs and

³ Developed by the [National Informal STEM Education Network](#). TBI uses a cycle of identifying questions, investigating through data collection, reflecting on that data, and making changes based on findings.

⁴ The project team will collaborate with content & community advisors as well as tradition bearers (people on Long Island practicing traditional maritime methods or engaged with traditional tools or carving/crafts/art who pass down their skills to others).

interests of older elementary and middle school audiences for educational program development.

- **Exhibition Final Design:** 1) Finalize exhibit script, 2) Develop final renderings with associated graphic, text and color palettes, 3) Contract draftsperson (Sarah Macey) to complete CAD drawings, and 4) Assemble package to accompany RFP for fabrication.
- **Educational Resource Development:** 1) Assess needs and interests of older elementary and middle school audiences [Focus areas: Maritime Immigration Stories, Getting Engaged with Maritime Culture and Making a Difference in your Community], 2) Collaborate with advisors and tradition bearers, 3) Research and develop educational resources for new pages on LICM's website. [Resources are content-specific projects enabling deeper investigations into *Saltwater Stories* concepts for older students.]
- **Marketing/Communications:** Content is regularly updated on "*Saltwater Stories: Behind the Scenes*" webpage with timelines, images, short videos of staff and advisors explaining their roles and brief pop-up questionnaires.
- **Evaluation:** Final report

Potential Risks & Mitigation

If funded, this project will begin in September 2021. At the time of this submission it is unclear what the nation's status will be a year from now with regard to containment of the Covid-19 pandemic. Given this uncertainty, LICM has identified three challenges, or areas of potential risk. The first is the challenge of thinking differently about the traditional, hand-operated "interactive" exhibit component. Because the pandemic has presented design challenges to children's museums, the project team has discussed creative ways of integrating alternative ways of activating components (including motion sensors, sound, light beam interruption or foot pedals) with more traditional approaches. Related challenges include hampered exhibit prototyping efforts on the Museum floor due to limited contact with visitors as well as the difficulty of developing any sort of water component. The project team will pursue optimal design solutions in alignment with public health recommendations in place. The second challenge is determining how to integrate technology to convey what cannot be conveyed in any other way while portraying a rough/natural maritime environment. To inform decisions about the use of technology, the project team will collaborate with an exhibition technology consultant (TBD) to discuss opportunities. The third challenge is how to bring maritime history and culture *inside* in a way that communicates the feeling of being part of something larger than yourself. To address this challenge, the project team has planned research trips to organizations interpreting maritime history and culture to study successful approaches.

Project Planning, Implementation and Management

Suzanne LeBlanc, Museum President, will maintain broad oversight of the project, be responsible for financial management, meet with the Project Director at key points, and participate in review points and meetings with advisors as appropriate. She will adjust the workloads of Museum staff on the project team to ensure that they have sufficient time to devote to this project. **Erik Schurink**, LICM's Director of Exhibits, will serve as **Project Director** for the grant. The full **project team** includes **Dawn Weiss**, LICM's Senior Exhibit & Program Developer; **Scott Larrabee**, Exhibit Designer; **Aimee S. Terzulli**, Director of Education & Visitor Experience; **Claire M. Flynn**, STEM Initiatives Program Director; **Maureen Mangan**, Director of Communications & Marketing; **Paul Shields**, Graphic Designer, an external evaluator, an exhibition development consultant and a diverse group of advisors. **Schurink** will track the project's progress and adjust course through communication between project team members, regular staff meetings, and review points in the Schedule of Completion. He will ensure that team members anticipate and consider potential challenges and discuss these with the group throughout the project.

Content Advisors, Community Advisors, Tradition Bearers & Collaborating Organizations:

Nine **content advisors** with varied perspectives and complementary areas of expertise will continue to inform the project in Phase 2. [See: Letters of Support] Advisors will work in smaller, content-based groups during Phase 2 and will primarily inform the development of educational programs and resources. Advisors will be available for virtual meetings/phone calls/emails during the grant period to review & edit documents. One face-to-face meeting, on-site at LICM, is included in the work plan. (This is a tentative plan and may revert to a virtual gathering depending on the feasibility of safe travel and gatherings.) The project will also benefit from **tradition bearers** (TBD) and three **community advisors** (bay house owner, fisherman, fish market owner), as well as input from teachers who are members of an existing advisory committee. [See: List of Key Project Staff & Consultants]

Additionally, LICM has developed strong relationships with colleagues in other museums and cultural organizations on Long Island who are knowledgeable about maritime history. These organizations will continue to assist by connecting LICM staff to pertinent aspects of their collections and archives. [See: Concept Document]

Personnel Resources - LICM Staff and Consultants

LICM staff is highly qualified to accomplish this project. **Suzanne LeBlanc**, Museum President, has 46 years' experience in the field. Before joining LICM, she was Executive Director of the Lied Discovery Children's Museum in Las Vegas, Assistant Director at the Brooklyn Children's Museum, and worked for 15 years at the Boston Children's Museum. At both the Lied Discovery Children's Museum and LICM, she led the institutions into joining and developing exhibitions for the Youth Museum Exhibit Collaborative (YMEC).

Project Director: Erik Schurink, LICM's Director of Exhibits, will lead the project team and oversee all aspects of implementing the project, including administration of the project budget. He will design a master timeline including the identification, delegation and implementation of key tasks and assignments, lead ongoing meetings with the project team, advisors and consultants and supervise evaluation activities. Schurink will also manage the design development and final design stages of the exhibition and oversee the work of **Scott Larrabee** (Exhibit Designer), **Paul Shields**, Graphic Designer, **Sarah E.J. Macey** (CAD Consultant) and the exhibition technology consultant (TBD).

Dawn Weiss, LICM's Senior Exhibit & Program Developer, was the Exhibit Developer for LICM's AAM award-winning exhibition, *Broken? Fix It!*. For *Saltwater Stories*, she will continue developing exhibition content and collaborating with Schurink and Larrabee to create design development and final design documents. She will work with the Exhibition Development Consultant, A.J. Rhodes, on the creation of the exhibit script and will gather data around the prototyping of key components as needed.

Aimee S. Terzulli, LICM's Director of Education & Visitor Experience will lead the development of educational programs and resources to complement and augment *Saltwater Stories* for family and school audiences. She will oversee the work of **Claire M. Flynn**, STEM Initiatives Program Director, gather feedback from the existing teacher advisory committee and integrate additional audience evaluation data into the process at key points. She will also review program and resource content written by the Exhibition Development Consultant for the Museum's website.

Maureen Mangan, Director of Communications & Marketing will develop a preliminary marketing plan and use content generated by the project team to launch, maintain and update new website pages tracking the progress of the exhibition for the public. In support of this task, she will oversee the work of **Paul Shields**, Graphic Designer.

Exhibition Development Consultant: A.J. Rhodes of R&L Consulting (NC) has worked to support the work of full-time LICM staff on many exhibition & education projects since 2005. For Phase 2 of the *Saltwater Stories* exhibition project, Rhodes will support the work of the Project Director (Schurink) by managing the details of the project schedule, communicating with team members and advisors about meetings/calls and reviews of documents, collecting feedback and guidance from advisors and integrating information into the process or document drafts where needed. Working together with project team members, Rhodes will also be responsible for writing the exhibit script and the educational program and resources content for the Museum's website.

Evaluation Consultant: Cheryl Kessler of Blue Scarf Consulting (MN), has worked with LICM on the evaluation of several major projects, including permanent and travelling exhibitions, and was the evaluator for *Saltwater Stories* Phase 1. For Phase 2, Kessler will focus on facilitating synergistic work between the Exhibit and Education Departments and supporting Education staff to assess needs and interests of school and family audiences.

Financial Resources

IMLS funding will help to support the cost of exhibition design and education program development activities occurring over a 2-year period, including: dedicated staff time, honoraria and travel costs for advisors (meeting on-site and via phone/online); an exhibition development consultant to support project management, write the exhibition script and educational program and resources content; an evaluation consultant to conduct evaluation; an exhibition technology consultant to advise on integration of technology; a CAD consultant to develop a final set of drawings; prototyping materials; and research travel for the project staff team to other sites. LICM is devoting significant financial and other resources to the *Saltwater Stories* exhibition development project, allocating resources totaling \$257,415 as its cost share in its FY 2022 and 2023 operating budgets.

The Museum is confident of its ability to complete this project as evidenced in the successful implementation of several major projects including: 1) the development and fabrication of the national travelling exhibition *Broken? Fix It!*, created as part of the LICM's participation in the Youth Museum Exhibit Collaborative, the project had a budget of \$560,000 (including \$150,000 provided by an IMLS Museums for America grant), and 2) the Theater Program Expansion Project, a multi-year \$400,000 programmatic expansion of its performing arts space, funded in part by the Institute of Museum & Library Services and the New York State Council on the Arts. The Museum is conducting grants research to identify additional foundation and corporate funding sources to support this project and has already identified a potential major funder for the fabrication phase -- the Robert D.L. Gardiner Foundation of Long Island -- which focuses on projects addressing Long Island history.

Tracking Progress Toward Achieving Intended Results: Logic Model, Team-Based Inquiry & Program Development

The overarching goal of this project is to increase public understanding of and engagement with the content of this subject matter through an exhibition. To ensure that this endeavor is successful, LICM will continue its collaboration with Cheryl Kessler of Blue Scarf Consulting (MN), the evaluator for Phase 1. LICM has worked with Kessler on several projects ranging from community program initiatives to the development of a new, traveling exhibition for YMEC called *Broken? Fix it!*. For Phase 2, Kessler will focus on facilitating synergy between the Exhibition and Education Departments and supporting the work of the Education Department. Using a Team-Based Inquiry process, Kessler will guide staff from both departments to investigate how desired outcomes in the logic model can manifest themselves in the exhibition, in programs or in intersections of the two. Relationships between physical spaces and interpretive opportunities – as each evolves – will be explored. To inform the development of educational programs and resources, Kessler will assess the needs and interests of public and school audiences using interviews, matching games and focus groups. Dawn Weiss (Senior Exhibit Developer) has collaborated with Kessler to gather prototyping data on several occasions and will oversee the testing of exhibition components and design elements with the public during this phase. Kessler will generate “quick response memos” following completion of each data collection effort to discuss with the project team to ensure that progress is being made toward intended results. [See: Evaluation Plan]

Sharing Results of the Project

The project team will share results with project advisors, LICM staff & Board, LICM members and collaborating organizations in the community that have contributed to the development of the project. Through social media channels and the creation of new pages on LICM's website, Marketing staff will share “behind the scenes” information with the public about what goes into creating a new exhibition for the Museum. If the design development and final design documents could have broader interest to the field in terms of how those products reflect a community focused exhibition development process, they may be shared with the Long Island Museum Educators Roundtable, the Long Island Museum Association or at regional conferences, such as the Museum Association of New York.

Project Results

Intended Results

The intended results of this project are to complete the design of *Saltwater Stories: The Sea & Me* and develop complementary educational programs and resources for the Museum's website. As the participants in this project are primarily internal to the Museum, with the exception of outside advisors and consultants, the majority of intended results for this phase are also internally focused.

- LICM project team continues effective collaborative relationship with advisors. [See: Collaboration Factors]
- Evaluation data informs how best to communicate key takeaway messages in concept document to audiences through exhibition design and programmatic opportunity.
- By collaborating on the planning of physical spaces and interpretive opportunities, there is increased mutual understanding and synergy between Exhibition and Education Department staff.
- The completion of exhibition design phases lays the foundation for the fabrication phase of the exhibition.
- Educational programs and resources to complement and augment the exhibition are outlined for the website.

Enhancing Visitors' Understandings of Long Island's Maritime History & Culture

Through the development of this new permanent exhibition and educational programs, LICM intends to broaden public engagement with Long Island's maritime history and culture. In its exhibits and programs, LICM staff strives to distill complex subjects to their most essential messages to support visitors' understandings. In doing this, ideas are not "watered down" but explained as graspable concepts that start conversations. Overarching outcomes for this project are outlined in the logic model:

As a result of the exhibition and programs, the project team intends for visitors to:

- Learn that people on Long Island have relied on and felt a connection with the sea for centuries.
- Discover how and why maritime practices have changed or stayed the same.
- Realize the importance of the sea to their daily life on Long Island.

The original programs and the first year of Phase 1 have provided a significant amount of information about the public's perception and understanding of, as well as their interest in the history and nature of Long Island's maritime culture. [See: Evaluation Report, Year 1] These cumulative findings revealed a range of opportunities for students, teachers and families to access and explore the content of *Saltwater Stories* within the distinctive setting of a learner-driven, experiential children's museum. LICM staff believes that the research and interpretation of the content, and the translation of the content into deliverable, essential experiences for the exhibition can significantly enhance visitors' understandings of the subject matter. This process will be guided and informed by content advisors as well as community advisors who are members of the fishing community and industry.

Measuring the Project's Success

The project team defines "success" as achieving 1) the intended results (listed above) as well as 2) the overarching outcomes in the logic model. In Phase 2, the evaluator will gather data around the intended results as well as indicators that the exhibition and related programs can have a positive impact on the knowledge, skills, behaviors, and/or attitudes of the intended audiences (logic model outcomes). Data collected and reported on will include: findings from the Team-Based Inquiry projects, survey data collected from website, interviews, observations of prototyping with students in classrooms or LICM, focus group findings and staff reflections during research site visits.

Tangible Products

The following products will result from the project: a revised logic model, design development documents, final design documents, RFP package for fabricators, outlines of educational programs & resources, new website pages (*Saltwater Stories: Behind the Scenes*), "quick response memos" and a final evaluation report.

A somewhat unexpected outcome of the past months is a significant increase in the quantity of online content available through the Museum's virtual programming and website. Due in no small part to the impact of the pandemic, this expansion has enabled LICM to reach well beyond the typical geographical limits of school field trips. Educational programs and resources for *Saltwater Stories* are being developed with this in mind. Locally, the involvement of the teacher advisory committee from the Westbury School District will facilitate district-wide communication about the coming exhibition, accompanying educator resources and curriculum alignment. Since 2002, the Museum has worked with several **high-need school districts** to provide enrichment opportunities for students from Pre-K through middle school. Successful marketing strategies used to promote other educational initiatives with these districts have shown that students and teachers are conduits to **families and broader communities**. Exhibition content threads tie to several New York State Next Generation Learning Standards including history, geography, literature, life sciences, meteorology and math. *Saltwater Stories* will be a strong addition to LICM's school visit program as educators seek out resources that allow them to incorporate new learning standards into their classroom curriculum.

Sustaining the Benefits

The work of this grant will be sustained in the implementation phase when this new exhibition is fabricated and permanently installed in the Museum (planned for 2024-25) *Saltwater Stories* is part of the Museum's planned capital campaign which includes new permanent exhibits, building improvements and the establishment of an endowment. Although put on hold due to the pandemic, LICM remains committed to the goals of the campaign. In addition to progress on this exhibition, the Museum has received an initial gift of \$500,000 toward an endowment. The *Saltwater Stories* exhibition and related programs will engage future visitors in a defining aspect of Long Island's history.

Long Island Children’s Museum – IMLS Museums for America 2021 – *Saltwater Stories* Phase 2 – Schedule of Completion

<p align="center">Activities & Tasks in Year 1 ▼ = one-day events, ■ = multi-day events</p>	<p align="center">September 2021 – November 2021</p>	<p align="center">Dec. 2021 – February 2022</p>	<p align="center">March 2022 – May 2022</p>	<p align="center">June 2022 – August 2022</p>
<p>LICM Project Staff: Meets to review project timeline, tasks & budget.</p>	<p align="center">■</p>			
<p>Exhibition Development Consultant: Creates detailed, two-year project schedule; facilitates ongoing communication between staff, consultants and advisors; records & distributes meeting notes; collects feedback and integrates into process and document drafts.</p>				
<p>Evaluator: Facilitates review of revised logic model from Phase 1; confirms evaluation plan for Phase 2.</p>				
<p>Evaluator: Creates and coaches Team-based Inquiry projects for Education & Exhibit Department staff to support outcomes in logic model. Results reveal shared needs and build synergy between program and exhibition development processes.</p>				
<p>LICM Exhibition Staff: Exhibition Design Development: 1) Translate content into an immersive and evocative exhibition environment, 2) Identify interactive elements, 3) Meet with technology consultant to determine optimum use/integration, 4) Conduct prototyping with target audiences, 5) Create floorplans, elevations, and renderings of exhibit and components, 6) Develop exhibit script to express content in a narrative form, 7) Generate profile of text, graphic & color elements and material boards. [Most steps will have multiple iterations.]</p>				
<p>LICM Education Staff: Educational Program Development: 1) Evaluator assists to assess needs, interests of public and school audiences, 2) Collaborate with advisors & tradition bearers, 3) Research and develop program outlines for families, early elementary teachers & students and community groups.</p>				
<p>LICM Marketing/Communications Staff: Add new content to LICM’s website sharing <i>Saltwater Stories</i> development process. The “<i>Saltwater Stories: Behind the Scenes</i>” webpage is featured on social media channels and highlighted in online survey email invitations. Embedded, pop-up questionnaires on the webpage gather data around key questions for project team.</p>				
<p>Full Project Team: On-site meeting of project staff, advisors and consultants to review & discuss Year 1 activities, prepare for Year 2.</p>				<p align="right">▼</p>

<p align="center">Activities & Tasks in Year 2 ▼ = one-day events, ■ = multi-day events</p>	<p align="center">Sept. 2022 – November 2022</p>	<p align="center">Dec. 2022– February 2023</p>	<p align="center">March 2023 – May 2023</p>	<p align="center">June 2023 – August 2023</p>
<p>LICM Project Staff: Review of evaluation data and results from Year 1; make course corrections as needed.</p>	■			
<p>Evaluator: Facilitates review of logic model to confirm outcomes are still on track for identified audiences. Implements Year 2 evaluation activities to support Education and Exhibition staff, including surveys for member and non-member families visiting the Museum to gather data around getting engaged with one’s community.</p>	■			
<p>Exhibition Development Consultant: Facilitates ongoing communication between staff, consultants and advisors; records & distributes meeting notes; collects feedback and integrates into process and document drafts.</p>				
<p>LICM Exhibition Staff: Exhibition Final Design: 1) Finalize exhibit script, 2) Develop final renderings with associated graphic, text and color palettes, 3) Contract drafts person creates construction drawings/design files using CAD software, and 4) Assemble package to accompany and RFP for fabrication.</p>				
<p>LICM Education Staff: Educational Resource Development: 1) Evaluator assists to assess needs and interests of older elementary and middle school audiences, 2) Collaborate with advisors & tradition bearers, 3) Research and develop educational resources for new pages on LICM’s website.</p>				
<p>LICM Marketing/Communications Staff: Content is regularly updated on “<i>Saltwater Stories: Behind the Scenes</i>” webpage and features images, short videos of staff and advisors, and brief pop-up questionnaires to gather data around key questions.</p>				
<p>LICM Project Staff: Discuss evaluation findings from online questionnaires, decide how data should guide revisions.</p>			▼	
<p>Exhibition Development Consultant: Shares final drafts of exhibition and education documents with advisors and consultants, gathers input, discusses with project team, revises documents.</p>				
<p>Full Project Team: Project results are shared internally, with advisors and consultants, and externally with professional peers.</p>				
<p>Full Project Team: Final reporting.</p>				