



National Leadership Grants - Museums

Sample Application MG-255607-OMS-24
Project Category: Lifelong Learning

Hands On Children's Museum

Amount awarded by IMLS:	\$544,372
Amount of cost share:	\$544,738

Hands on Children's Museum will develop a toolkit for museum professionals on building programs for families impacted by incarceration, one of the country's most at-risk and underserved populations. The project will partner with the Regnier Family Wonderscope Children's Museum of Kansas City, Kansas Children's Discovery Center, and New York's Sciencenter to draw on a diverse range of experiences, both inside and outside prisons. The team will jointly design, test, and pilot the toolkit to ensure its usability and adaptability for various types and sizes of museums. As a result of the project, the museum field will gain increased awareness of families impacted by incarceration and the ability to develop programs to support those families by partnering effectively with prisons and other community organizations.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion
- Digital Product Plan
- Performance Measurement Plan

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

Proposal to IMLS National Leadership Grants for Museums

Building Bridges through Play: A Collaborative Toolkit Promoting Partnerships that Serve Families Impacted by Incarceration

1. PROJECT JUSTIFICATION

Innovative programs serving incarcerated parents and their children are beginning to pop up at children’s museums around the country. These programs present a unique opportunity to have a positive impact on a population of families who have been ignored for too long. They also present unique challenges, with complicated security protocols and multifaceted partnerships. While carceral systems differ widely state-by-state and city-by-city, families who are impacted share similar challenges regardless of their location.

The Hands On Children’s Museum, along with The Regnier Family Wonderscope Children’s Museum of Kansas City, Kansas Children’s Discovery Center, and New York’s Sciencenter, will empower others in the field to engage in the important work of developing programs that support families impacted by incarceration. These museums aim to share model programs and practical implementation advice—from local assets and needs assessments to partnership development—through a comprehensive toolkit and related professional development opportunities (NLG Goal 1, Objectives 1.1 & 1.2).

Project Need: On any given day about 2.7 million children in the United States have at least one parent behind bars, and at least 5 million have experienced parental incarceration at some point in their lives (Murphey & Cooper, 2015). As alarming as these numbers are, they are also generally recognized to be a gross underestimation of impacted children, as they fail to account for jails and other stressful separations and situations facing children whose parent is involved in the criminal justice system, such as arrest, pre-trial detention, and parole (Martin, 2017).

These children, who are often rendered invisible due to a complex combination of factors ranging from shame and stigma to broad systemic failings to support children and families, face a host of challenges and hardships. Parental incarceration is linked to children’s increased risk of depression, antisocial behavior, and challenges in school, as well as other stressors such as economic instability, parental divorce, parental substance use, food insecurity, and relocation or displacement from their home (Noel & Najowski, 2019).

The combined impact of these stressors, known as adverse childhood experiences or ACEs, can have lasting impacts. They may cause toxic stress for the child, therefore negatively impacting their brain development and stress response systems, further affecting executive function skills such as attention and memory (CDC, 2022). Children of incarcerated parents are, on average, six times more likely to be incarcerated themselves, and the traumas they endure, such as the separation from a parent due to incarceration, can put them at increased risk of long-term developmental consequences that can last across generations (Martin, 2017; Turney, 2019).

Yet, it is important to note that these negative outcomes are not written in stone. Research supports the idea that if children have a relationship with a parent who is incarcerated, and their existing relationship is maintained during their parent’s sentence, the child will have better outcomes in life (Cramer et al., 2017). One way to help them maintain their relationship and keep their family intact is by giving incarcerated parents and their children time together through contact visits. These visits are most beneficial when they are in a place where children feel comfortable and occur in conjunction with a family strengthening program (Cramer et al. 2017). This is where children’s museums are increasingly recognizing a window of opportunity to bring

their expertise in child development, parent education, and play-based learning into carceral systems.

Project Background: Nearly 15 years ago, Cedar Creek Corrections Center in Washington State and the Hands On Children’s Museum formed a partnership to bring engaging STEAM activities to the prison for special family day events, encouraging children and their incarcerated parents to engage in play-based interaction and bonding. The impact of this program, which continues today, is evidenced by the overwhelming support shown by participating families. In fact, through the years, Cedar Creek prisoners and their families have held two small fundraisers for the museum to show their appreciation and support.

These family events led to other projects such as providing take-home educational kits to children visiting their incarcerated parents. In our biggest collaboration to-date, Hands On is redesigning family visiting rooms at three Department of Corrections (DOC) pilot sites to serve as models for all the state’s prisons. This expansive project was propelled forward by the graduate thesis project of Adrienne Testa, former Visitor Engagement Coordinator at Hands On and current Director of Exhibits & Facilities at Sciencenter in Ithaca, New York. Working with staff and incarcerated mothers at Washington Corrections Center for Women, Adrienne explored the research question: *“How can play experiences modeled by children’s museums, but designed for prison visiting rooms, improve parent-child relationships and outcomes for families impacted by incarceration?”*

Compelled by the results of Adrienne’s thesis, Washington State’s DOC reached out to Hands On in 2022 with new funding to explore what it would take to redesign three of the State’s prisons as a pilot project. With the design work completed, fabrication will begin next month, and new family meeting rooms will open in the second quarter of 2024. There have been many lessons learned in the process of transforming these spaces—replacing worn rugs and broken toys with immersive place-based interactives that promote imaginative and cooperative play, memory making, and relationship strengthening. The proposed project provides an avenue for sharing these lessons, especially around intentional design for an at-risk audience, security protocols, and partnership development, with other museums interested in collaborating with corrections centers.

Hands On found itself on the leading edge of children’s museum-prison partnership work, along with the Children’s Museum of Manhattan (CMOM), which, in 2018, created a ground-breaking program to unite mothers incarcerated at Riker’s Island with children for an afternoon of play, learning, and bonding at the museum when it is closed to the public. CMOM’s model program inspired the Kansas Children’s Discovery Center, one of the proposed project’s key partners, to create a similar program called Play Free in 2018. Play Free is a full-day program, including opportunities for incarcerated mothers and their children to share meals, play, make art, explore the outdoors, and have family photos taken. This time together is transformative. As one mother shared, *“It meant everything to me. It felt like I was a real person again and my son and I could just have time. I don’t have the proper words to express how wonderful it was.”*

Given the impact of these programs on such a vulnerable and underserved population, it is easy to understand how interest in serving this community is growing rapidly among the children’s museum field. At the 2023 Association of Children’s Museums (ACM) *Interactivity* conference, several museums, including most of the key partners for the proposed project, came together to present a session called *Keeping Families Intact: The Value Children’s Museum’s*

Share with Prisons. The presentation, which also included a representative from CMOM and Washington State’s DOC, was well-received, attracting 60 attendees, and has led to numerous follow-up conversations between presenters and others interested in learning more.

This ACM conference also led to a valuable connection with Natalie Ortega Wells from Wonderscope, which will serve as co-lead of the proposed project. Natalie attended the prison-partnership session and led a session highlighting Wonderscope’s highly successful Parenting with Play program, which serves caregivers who have lost custody, are at risk of losing custody, or have recently reunited with their children. This workshop series shares many of its aims with the prison partnership work, as it focuses on strengthening the bonds between caregivers and their children through play, parenting education, and connection to play-based resources. Natalie shared that Wonderscope had recognized a unique and important opportunity to adapt the Parenting with Play curriculum for use in the prison setting.

In the process of planning the prison-partnership session and connecting with others already engaged in and/or interested in working with families impacted by incarceration, we realized that we had independently been wrestling with similar challenges and had developed insights, strategies, methodologies, and resources that could be useful to the broader field.

The proposed project will help move the field forward on this issue through collective engagement and shared resources. The project is buoyed by the strength and diversity of its project partners. Our team represents various models for this work (inside and outside of prisons), different stages of project development, diverse geographic regions and institutional sizes, and unique community needs. Yet, we share a passionate commitment to serving children and families impacted by incarceration and a strong track record of partnering with prisons, nonprofits, social service agencies, and other organizations to reach children, parents, and caregivers in need of support.

Target Group: Our primary target group is children’s museum professionals, along with other museum and science center professionals, interested in expanding their programming to serve children and families impacted by incarceration. This project is being designed and carried out by a team of seasoned children’s museum and science center professionals with expertise in prison-related partnerships, social work, working with families impacted by incarceration, and generally strengthening relationships among at-risk and underserved families.

In addition to our core group of project partners, we will be engaging other experts in the field, such as Children’s Museum of Manhattan, in an advisory capacity to contribute case studies and lessons learned. The culminating toolkit is responsive to significant interest among the field, as demonstrated by related conference session participation, solicitation of guidance from those with model prison-partnership programs, and growth in prison-related programming. A recent online speaker series event called *Incarceration and Families: What is the Toll on Children?*, co-sponsored by Chicago Children’s Museum and Discovery Children’s Museum, provides further evidence of interest among the field. Speaker Dr. Nneka Jones Tapia, Managing Director of the Justice Initiative at Chicago Beyond and former warden of Cook County jail, drew 305 participants, and the Q&A session could have extended well beyond the event’s designated hour-long time frame.

Beneficiaries: The programs developed using the toolkit will serve children and families impacted by incarceration. As described in the project need statement, this is a robust and

uniquely underserved population that can derive significant benefits from programs that help strengthen family connections through play, communication, and memory-making.

Benefits to the Field: The toolkit will provide a first-of-its kind comprehensive roadmap for beginning and/or expanding programs that serve children and families impacted by incarceration. Toolkit components will include sample needs and assets assessments to guide program and partnership development; various program models from museums across the country that highlight background, methodology, successes, and pitfalls; a sequential parenting curriculum for use in prisons; design considerations for exhibits and activities to be featured in prison visiting room settings; resources for staff on trauma-informed considerations for working with populations associated with carceral systems; document designed to create partnership buy-in among prison staff; sample evaluation tools; potential funding sources; and library of resources. This toolkit will be thoughtfully conceived to provide practical guidance for museums with diverse capacities, community needs, and political barriers.

2. PROJECT WORK PLAN

Activities	Frequency/Timeline
Building relationships & sharing knowledge within the cohort	
Kick-off in-person meeting with travel to HOCM to establish partnership guidelines, expectations & responsibilities. Includes exploration of HOCM’s partnership with Washington State’s DOC and an expert-led workshop on trauma-informed methods for working with communities impacted by incarceration.	Fall 2024
In-person meetings held the day prior to annual ACM conferences	Spring 2025 & 2026
In-person meeting with travel to Wonderscope & Kansas Children’s Discovery Center to evaluate year 1 progress & plan for year 2. Includes exploration of host institution’s prison-related programming.	Fall 2025
Virtual meetings to monitor progress, explore challenges & share findings.	Quarterly
Collaborative development of toolkit	
Survey of prison-related programs being conducted by children’s museums. Identify advisory partners with model programs, such as Children’s Museum of Manhattan & Chicago Children’s Museum, to draft case studies & provide input on other toolkit components.	Year 1
Create an assets & needs assessment of incarcerated parents, prison employees and/or other potential partners. Test at cohort sites & refine for inclusion in toolkit.	Years 1 & 2
Draft case studies for each cohort member, as well as other standouts in the field (drafted by advisory partners), to show diverse models for serving children and families impacted by incarceration.	Years 1 & 2
Develop guide for establishing contact & building working relationships with correctional institutions, including a brief document outlining the value of museum-prison partnerships to share with potential partners.	Years 1 & 2
Revise & test Wonderscope’s Parenting with Play curriculum for prison context.	Years 1 & 2

Compile lessons learned & FAQs for prison-related programming.	Years 1 & 2
Test toolkit within the cohort & small group of interested museums, as identified through ACM presentations & other outreach.	Years 2 & 3
Seek input on toolkit components from community partners, such as Departments of Correction & Alliance for Families for Justice.	Ongoing
Evaluate progress towards intended outcomes with support from external evaluator	
Development of evaluation tools for conducting assets & needs assessments of museum staff, incarcerated parents, prison employees & other potential partners/participants.	Year 1
Formative & summative assessment of toolkit development, including surveys, interviews, and pilot testing the toolkit with members of the museum community.	Years 2 & 3
Process evaluation of program cohort & associated partnerships.	Ongoing
Dissemination of project activities, findings & toolkit	
Cohort members present at annual Association of Children’s Museum (ACM) conferences.	Spring 2025, 2026 & 2027
Disseminate toolkit through additional conference presentations & other professional association communication channels (e.g., hangouts, newsletters, webinars, etc.) in partnership with organizations such as ACM, American Alliance of Museums (AAM), and Association of Science & Technology Centers (ASTC).	Year 3
Host toolkit online for free and open use on Sciencenter’s <i>Museum Resources</i> page (museumtools.org), with broad advertising of its availability in association with communication channels mentioned above.	By end of Year 3

Project Planning, Implementation & Management:

While Hands On is serving as the lead applicant, this project was jointly designed with professionals from the project’s co-lead Wonderscope, Kansas Children’s Discovery Center, and Sciencenter. Each of these key partners is committed to drafting a case study of their program(s), collaboratively designing and/or testing various toolkit components, participating in evaluation and dissemination efforts, and attending regular virtual and in-person meetings as detailed above.

Project management, fiscal management & reporting: HOCCM’s Assistant Director – Visitor Engagement Amanda Wilkening will serve as the Project Director. Amanda has spent more 27 years working with kids, art, science, and education, including 13 years at Hands On. She has played a lead role in HOCCM’s prison outreach programs and redesign of the family visiting rooms. She has also served as Project Director for Hands On’s four consecutive Museums for America projects. Amanda will be supported by HOCCM’s contract grants manager, finance manager, and administrative assistant.

In-person cohort meetings: Host institutions (HOCCM in YR 1, Wonderscope & Discovery Center in YR 2) will work with HOCCM’s administrative assistant and finance manager to facilitate travel arrangements. Additional host responsibilities include securing meeting space, providing opportunities for visiting cohort members to see related programming first-hand, and working collaboratively with the cohort to develop meeting agendas.

Meetings may also include guest presenters, as identified by the host. HOCCM will secure an expert to lead a workshop on trauma-informed methods for working with communities impacted by incarceration, including incarcerated parents, their children, family members, and

DOC staff members. Understanding trauma and how to mitigate its impacts with these unique populations is critical to the success of this work. As such, it will inform program and toolkit development.

Virtual cohort meetings: HOCM administrative assistant will schedule quarterly meetings, with agendas jointly developed by the cohort team in advance of the meeting. Facilitation responsibilities will vary, depending on the meeting topic.

Parenting curriculum development: Wonderscope’s Director of Program Development and Evaluation Natalie Ortega Wells will revise the existing Parenting with Play curriculum for use in the prison setting. Natalie brings a unique skillset to this work, as a licensed social worker with experience in evaluation and policy reform in New York state prisons. Her work now centers on developing, leading, and evaluating community programs for families, with a focus on family preservation. Natalie will guide other cohort members in curriculum testing adapted for their programs, as appropriate, and solicit feedback.

Toolkit development: Adrienne Testa of Sciencenter will lead the toolkit development effort, with support from Hands On’s grants manager and writer/editor, Marina Shaughnessy. Sciencenter has a strong record of success in creating toolkits. For example, with prior IMLS NLG support, Sciencenter created a toolkit of *Best Practices in Early Science Teacher Professional Development for Head Start*, which is hosted on the widely used *Museum Resources* section of its website. The Sciencenter’s *Museum Tools*, an online human resources toolkit for science centers and museums, won an Association of Science and Technology Center’s Leading-Edge award for Business Practices.

ACM liaison: Kansas Children’s Discovery Center’s CEO Dene’ Mosier is currently serving as the Strategic Initiatives Chair on the ACM’s Executive Committee. Given her involvement with ACM leadership, she is in an ideal position to represent the proposed project’s shared learning and coordinate dissemination efforts to reach ACM’s more than 470 members in 50 states and 11 countries.

Partnership Development & Risk Management: While several members of this cohort worked together on an ACM presentation in 2023, the proposed project represents a whole new level of collaboration. As such, there is a significant amount of groundwork that needs to be done to establish the partnership. The kick-off in-person meeting in Fall 2024 will begin the extended formative process of building this team, including establishing norms, roles & responsibilities, and building relationships.

As a cohort, we have identified the Community of Practice framework as a promising model for the kind of partnership we want to cultivate. As defined by Etienne and Beverly Wenger (2015), “*communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.*” The framework’s emphasis on shared practice and learning, collective problem-solving and resource development, and partnering as equals appeals to this group. We have identified a practical online resource for creating a community of practice—from sample questions for exploring shared purpose to guidance on building a collaborative space to the importance of artful facilitation (ERLC, 2016). The cohort will be supported in this effort by external evaluator Scott Burg who has experience with this framework and will collect baseline, process, and outcome data to measure the cohort’s successes and challenges in partnering with each other.

Losing a key partner is a risk, as each member has been selected for their unique experiences and has committed to performing an important role within the group. Designing an

effective partnership, as described above, is one way to mitigate that risk. Each partner institution is also identifying at least two staff members who could participate in the project in case one needs to discontinue involvement for personal or professional reasons. Given the growth in children's museums offering prison-related programming, we could also bring in a new partner or partners, if necessary.

Financial, Personnel, and Other Resources: Hands On is requesting \$544,372 from IMLS over three years, of which \$211,715 will be distributed to Wonderscope, Sciencenter, and Kansas Children's Discovery Center as sub-awardees. Grant funds will assist primarily with personnel, travel, contracts, and subawards, all of which are critical to the project's successful execution.

Evaluating & Tracking Progress: Hands On will contract with Scott Burg, Research Principal with Rockman et al Cooperative Research & Evaluation. Scott has engaged with key cohort members in the planning stage of this project, including the collaborative development a draft logic model (included as an attachment) and evaluation plan. The evaluation plan includes the elements summarized below.

Program Cohort: An ongoing process evaluation of the program cohort will be guided in part by the Community of Practice framework. Using mixed methods, the evaluation team will assess the effectiveness of the cohort's structure and activities through three primary domains: 1) Formation, 2) Health, and 3) Results. Year 1 activities will focus on cohort formation and those elements critical to development of its purpose, function, management, and roles and responsibilities. In subsequent years 2 and 3, evaluation will focus on cohort health and results. Both are critical to the cohort's relevance and sustainability, as they reflect members' enthusiasm and commitment and ensure the ability to work together to achieve shared goals.

Partnerships: Establishing and maintaining partnerships between the museums and respective Departments of Correction, individual prisons, and/or other related organizations is critical to the long-term success and replicability of these programs. The partnership component of the process evaluation will help each participating museum understand how various attributes of project partnerships with prisons or Departments of Correction evolve during each year, assess the project's success in targeted areas, identify important variables for and barriers to program implementation across different museum and prison environments, and look for evidence of broader program sustainability.

Needs & Assets Assessments: Evaluators will collaborate with cohort members to create evaluation tools for the purpose of conducting local needs and assets assessments in their home communities. These assessments will include interviews and surveys with incarcerated parents, prison employees and/or other potential participants/partners, such as social service agencies, other nonprofits, and custodial parents.

Incarcerated parents with young children will receive a tailored needs assessment, upon signing an informed consent document acknowledging that their prison sentence will not be affected by their participation. Recruitment for that assessment will be conducted in partnership with prisons and/or Departments of Correction as identified by museum cohort members. Questions will be adapted in part from the Possible Needs for Incarcerated Individuals instrument. This is a 50-item, Likert type, self-report measure that assesses inmates' perceived needs for themselves and their family members (Kazura, Baber, & Temke, 1998).

The purpose of these assessments to ensure program development is responsive to community needs and is, whenever possible, conducted in tandem with others engaged in related

work. The evaluation tools used for these assessments, along with lessons learned from project cohort members during their own assessments, will be included in the toolkit.

Toolkit: Evaluators will conduct formative and summative assessment of the project's toolkit development. Through surveys and interviews of museum professionals, they will evaluate the degree of content alignment with project goals and objectives, readability, proposed methods of dissemination, need and types of facilitation or other kinds of support, perceived benefit to the museum field, and applicability to other informal and formal learning and carceral environments. These assessments will be conducted in person with attendees at the ACM annual conference and virtually with other museum professionals.

IRB: The study team will work with a private IRB to ensure that the project's evaluation plan meets all guidelines and criteria outlined in the OHRP regulations under 45 CFR 46, Subpart C Additional DHHS Protections Pertaining to Biomedical and Behavioral Research Involving Prisoners to conduct research with prisoner populations. After receiving study approval from the IRB, the evaluators will seek further approval from the federal, state, or local department that operates the prison facility where potential subjects are detained, as well as from the party responsible for the facility. All members of the evaluation team have Human Subjects Research certification through the CITI program.

Dissemination: Project activities and toolkit components will be shared throughout the three-year project period to build awareness and participation among the field. We are fortunate to have ACM's support in promoting and sharing the toolkit with its constituency, as shared in the attached letter of support. For example, cohort members will lead related presentations at the annual ACM *Interactivity* conference, in some cases alongside advisory partners and others with model programs and insights to share. Other ACM-related dissemination efforts may include interest tables at *Interactivity*, virtual hangouts, and an article in *Hand to Hand*, ACM's quarterly publication.

To get the word out to interested parties beyond the children's museum field, cohort members will share project information and resources with community partners and other stakeholders in their respective communities, as appropriate. We will also explore dissemination opportunities with organizations such as American Alliance of Museums, Association of Science & Technology Centers, as well as prison-related conferences and professional communication channels that would help us reach prison personnel. In the process of surveying model programs and connecting with others engaged in prison-partnership work, we expect to identify new and diverse opportunities for dissemination.

3. PROJECT RESULTS

Changes in Knowledge, Skills, Behaviors, and Attitudes: As a result of this project, the children's museum and science center field will have: 1) an increased awareness of families impacted by incarceration and the issues they face; 2) more confidence in developing programs that serve families impacted by incarceration; and 3) a greater capacity to partner effectively with prisons and others that work with this unique and often neglected sect of the American public.

Additionally, the project cohort members, along with advisory members, pilot cohort members, and participants in project dissemination activities, will have more and stronger connections with others in the field who are engaged in this work. These changes within the field will lead to positive changes in visibility and opportunity for families impacted by incarceration.

Models, Tools & Findings: The toolkit will bring model programs and related resources, such as examples of assessments, evaluations, frameworks, and compelling data, into one place for practical, easy access among the field. Cohort members were selected strategically to represent a range of geographic locations, institutional sizes, and program variety and stage of development. This diversity helps ensure broad adaptability and aids in dissemination, as each cohort member has some overlapping and distinct professional circles and affiliations.

Sustained Benefit: This project is built towards sustained benefit, as the toolkit will serve as a free, ongoing resource to members of the field looking to develop, expand, or enhance programs for families impacted by incarceration. The project's key partners have discussed the idea of the toolkit being a living document that can be updated with new model programs and resources over time, hopefully with support and input from an expanded version of this project's cohort. We see this project as a catalyst for building a broader, long-term professional community around serving families impacted by incarceration.

Digital Products Plan

Building Bridges Through Play: A Collaborative Toolkit Promoting Partnerships that Serve Families Impacted by Incarceration

TYPE

We anticipate creating the following types of digital content during the proposed project period:

- The toolkit will be a series of Adobe PDFs which can be accessed through a website or printed out.
- Slideshows, photos, and other digital materials produced for presentations about the project at national and regional conferences, such as the Association of Children's Museums (ACM), Association of Science and Technology Centers (ASTC) and/or American Alliance of Museums (AAM). Digital products will likely be in MS PowerPoint, PDF, MS Word, or JPEG format.
- Evaluation reports in PDF format.
- Images of project participants, partners, and staff in TIFF, JPG, or other suitable digital formats at 150 dpi, and at least 1000 px wide.

Additionally, project work files including brainstorming notes, notes from cohort meetings or consultant and advisor check-ins, and prototyping notes/data will be documented as MS Word documents, PDFs, or Google Documents.

AVAILABILITY

We will make the digital products produced as part of the proposed project available through:

- **MuseumTools.org:** MuseumTools.org is a website created and hosted by the Sciencenter. It is an online repository for resources such as research on Sciencenter programs and exhibits, educator activity plans, guides for museums on developing partnerships, and other museum management & administration resources. Any digital products created as part of this project will be posted to MuseumTools.org, which is maintained by the Sciencenter and available via any standard web browser.
- **Social media and Project Partner websites:** The Project Team will post photos and brief project updates to the community on our website and social media pages. This includes any marketing and promotion for the project. The Project Partners are active on Facebook, Twitter, YouTube, and Instagram. The Project Partner's websites are accessible via any standard web browser.
 - <https://www.hocm.org/>
 - <https://wonderscope.org/>
 - <https://kansasdiscovery.org/>
 - <https://www.sciencenter.org/>
 - Other affiliates and advisors will be encouraged to share these updates within their own networks as well.
- If the conference proposals are selected for presentations at the ACM *Interactivity* conference, digital copies of the presentation will be made available to conference participants. Additionally, the conference presentation will be shared on the website for the Center for Advancement of Informal Science Education (CAISE).

Access

The content created as part of the proposed project will be public domain. The Hands On Children's Museum will not assert ownership rights over the digital content created. However, we will specify that anyone using the content should credit the Hands On Children's Museum and Project Partners and acknowledge that the content was developed in part with funding from IMLS. We do not anticipate that these products will implicate any significant privacy concerns or cultural sensitivities, However, any references to community/staff feedback, prototyping input, and other evaluation responses will be anonymized. Similarly, any photos with identifiable individuals will only be shared with the expressed consent of those pictured.

Sustainability

MuseumTools.org is maintained by the Sciencenter. This website is a key tool that supports the Sciencenter's mission as an organization and will continue to serve as a resource for other museums. MuseumTools.org is regularly reviewed and maintained by the Sciencenter's Public Relations and Media Manager. All digital products will also be stored on the Sciencenter's internal server, which is routinely backed up and maintained by a contract agreement that the Sciencenter has with a local company, Synergy IT Solutions.

Applicant Name: Hands On Children’s Museum

Project Title: *Building Bridges through Play: A Collaborative Toolkit Promoting Partnerships that Serve Families Impacted by Incarceration*

Performance Measure	Data, Sources, Methods, and Schedule
<p>Effectiveness: The extent to which the project cohort is developing and managing project activities and partnerships in a collaborative and inclusive manner.</p>	<p>At the end of each six-month timeframe throughout the duration of the project, evaluators will conduct surveys and interviews with cohort members to assess levels of satisfaction, collaboration, and communication. We will also survey and interview representatives from partner organizations annually through the duration of the project to understand how various attributes of project partnerships with Departments of Corrections, or others, evolve over the life of the project.</p>
<p>Quality: How well the proposed toolkit development and implementation activities meet the requirements and expectations of the target group.</p>	<p>In Year 1, evaluators and cohort members will collaboratively conduct a needs and assets assessment with incarcerated parents, prison employees, and/or other potential participants/partners, such as social service agencies, other nonprofits, and custodial parents in each of cohort’s communities. The purpose of these assessments is to ensure program development is responsive to community needs and is, whenever possible, conducted in tandem with others engaged in related work.</p>
<p>Dissemination: The extent to which project results and information are dissemination to professional and public audiences.</p>	<p>In Year 1, evaluators will work with the project team to develop a dissemination plan. Throughout the duration of the project, evaluators will document the types and amount of information disseminated by the project team to both professional and public audiences, and collect and analyze data on the reach, reaction, and response of various target audiences to project findings and recommendations. Methods will include surveys and interviews.</p>
<p>Timeliness: The extent to which each task/activity is completed within the proposed timeframe.</p>	<p>Every six months, the project director and grants manager will assess the fit between the proposed schedule of completion and actual activity completion dates. This process will be aided by quarterly progress reports from project partners via virtual cohort meetings.</p>