

# Making Your Numbers Count: The Impact of Evaluation

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# Identify Outcomes

- Who is your target audience?
- What problem or need are you addressing?
- What evidence do you have that there is demand for your services?
- What results are you committed to achieving?
- What is the cost per result?
- How will you know your program is making a difference?
- Evaluation is most effective when it is included in project planning from the very beginning.
- Outcome based evaluation definition: outcomes are benefits to people: specifically achievements or changes in skill, knowledge, attitude, behavior, condition, or life status for program participants. Any project intended to create these kinds of benefits has outcome goals and results can be measured.
- Funders use this information to demonstrate good stewardship of resources.
- Museums use this information to validate program expansion, to create new programs, or to support staffing and training needs.



# What Does Success Look Like?

- How do you know you're successful?
- How do you measure success?
- Matching your assessment to measure what you deem success.
- Museum: There's great power in Ed/Exhibit and Development identifying, sharing, and understanding the outcomes and goals by which success of programs and exhibits will be measured.
- Funder: In this financial climate, funders are looking to make an investment in an organization and/or the community they serve rather than pure philanthropic giving. This has resulted in a large increase in reporting responsibilities on the part of non-profit organizations.
- Rensselaerville Institute - "Investors" are looking at
  1. What is the result for those served?
  2. What are the chances that result will be achieved?
  3. Is this, given all opportunities before us, the best possible use of our money?
- Success equals change in behavior
- Getting rid of the jargon
- Looking for depth in outcomes not necessarily just numbers served.



# The Logic Model

**Mission/Goal:** \_\_\_\_\_

**Focus Areas:** \_\_\_\_\_

**Inputs** >> **Activities** >> **Outputs** >> **Outcomes**

			<b>Initial</b>	<b>Intermediate</b>	<b>Long-Term</b>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
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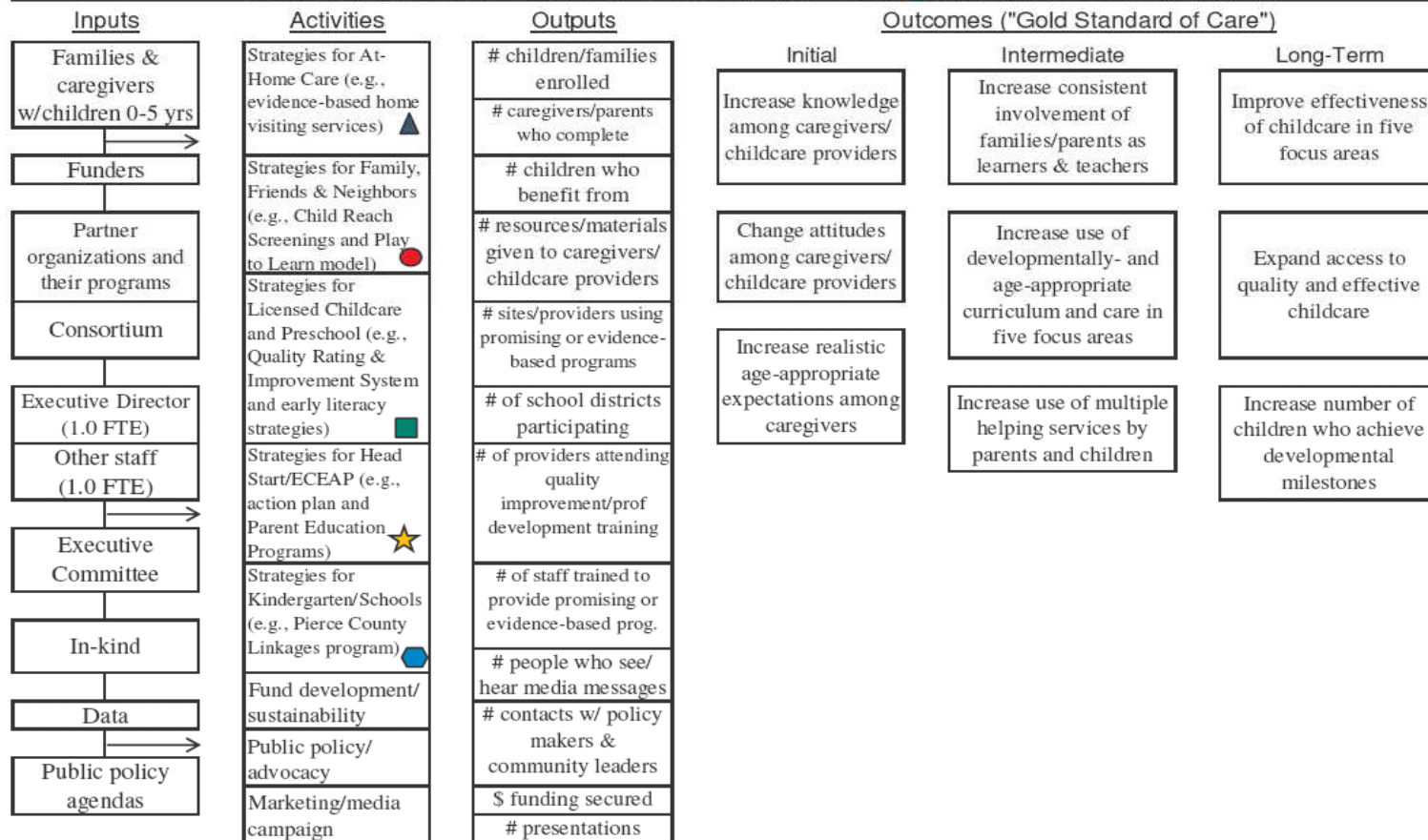


# Example of a Logic Model

## Pierce County First 5 FUNdamentals - Logic Model

**MISSION/GOAL:** Guarantee all Pierce County children will start school ready to succeed.

**FOCUS AREAS:** Children can be found in five focus areas: ▲ At-home care (stay-at-home parent), ● Family, friends and neighbors (most unlicensed), ■ Licensed childcare and preschool (individual-operated care providers, some nonprofit & for-profit care providers), ★ Head Start/ECEAP (State & federal programs), and ● Kindergartens/schools (transition).



**Brooklyn Children’s Museum**  
***Green Threads: Interpretive Signage and Multimedia***  
**Performance Measures – Logic Model**

Outputs	Outcomes		
	Short-term	Medium-term	Long-term
<p><u>Green/environmental science education literature and practice review</u></p> <p><u>Two-dimensional graphics panels</u> throughout BCM’s building that 1) identify and visually call out locations that exemplify green design choices; 2) offer background information about design solutions and their energy savings; 3) articulate clear links between BCM’s choices and the choices visitors can make in their lives</p> <p><u>Media-enhanced graphics panels embedded with digital photo frames</u>, extending the impact of printed text to support more robust engagement and deeper inquiry</p> <p><u>Interactive media</u>, including a virtual behind-the-scenes tour of the new building and an interactive energy-modeling program</p> <p><u>Three-dimensional components and hands-on exhibit components</u>, including an “Energy Future Forum Game” and a “Green Materials Lab”</p>	<ul style="list-style-type: none"> <li>•Increased access to hidden elements of green building technology</li> <li>•Increased knowledge and understanding of environmental issues, such as sustainability, stewardship, and clean air and water</li> <li>•Understanding of the choices BCM made in constructing its green building</li> <li>•Visitors build critical thinking and inquiry skills</li> <li>•Visitors learn that they can make choices about their actions that affect the environment</li> <li>•Build Museum staff capacity to create programs for children, families, and school groups incorporating and highlighting sustainable environmental practices and stewardship</li> </ul>	<ul style="list-style-type: none"> <li>•Visitors make choices in their lives to implement sustainable practices, such as changing light bulbs or using less water</li> <li>•Create <i>Green Threads</i> website that captures, summarizes, and extends the on-site lessons of environmental sustainability and stewardship</li> <li>•Visitors become curious about ongoing environmental issues and begin to search out information about environmental choices outside of BCM</li> <li>•Museum educators produce programs that incorporate and highlight sustainable environmental practices and stewardship</li> </ul>	<ul style="list-style-type: none"> <li>•Children grow up with improved environmental literacy</li> <li>•Visitors stay motivated throughout their lives to continue to learn about emerging issues, technology, and practices in sustainability that informs their environmental understanding and ongoing stewardship</li> <li>•BCM expands the reach of its environmental interpretation and lessons beyond those that walk through our doors through the <i>Green Threads</i> website and project dissemination</li> <li>•Visitors develop an interest in environmental issues that sets the stage for future engagement and advocacy for positive change</li> </ul>

# Achieving the Plan

- Workplan Check List
- Or
- Milestone Management

# Assessment

- What tools of assessment does your institution use?
  - surveys
  - interviews
  - observations
  - admission tracking
- What do you want to know?
- What works well?
- What do you do with the information?
- Where in the process do you access?
- Shift from workplan to milestones
- Milestone management is the outcome equivalent to workplan compliance – and is much more predictive of achievement



# How Do You Use the Data You've Collected?

- How do you use data to improve your programs?
- How do you share the information?
- How do you create change from assessment?



# Partnership

How does the Programming and Development Teams work together at your museum?

