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# ***Cultural Competence Learning Institute*** **Summative Evaluation Report**

**Children's Discovery Museum of San Jose**  
**Winter 2017**



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## **Credits**

*All photos: Garibay Group*

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# Overview and Methods

# Overview and the CCLI Model

Cultural Competence Learning Institute (CCLI) is a process and set of resources designed to help museums increase their organizational capacity concerning diversity, inclusion, and culture.

CCLI seeks to encourage museums to identify and build from their strengths so that they can maximize the benefits of diversity in their workforce and improve the services offered to people from varying cultural backgrounds.

CCLI was a collaboration between Children's Discovery Museum of San Jose (CDM), Association of Science and Technology Centers (ASTC), Association of Children's Museums (ACM), and Garibay Group. This report covers the period from September 2012 through October 2016, during which CCLI was supported by funding from the Institute of Museum and Library Services (IMLS). CCLI continued to operate beyond that initial funding period.

## **CCLI Participants**

To date, three cohorts have completed their participation in CCLI:

### Cohort 1: 2013–2014

- Children's Discovery Museum of San Jose
- Long Island Children's Museum
- SciPort Louisiana Science Center

### Cohort 2: 2014–2015

- Discovery Place
- Kidspace Children's Museum
- ScienceWorks Hands-On Museum

### Cohort 3: 2015–2016

- Boston Children's Museum
- Chicago Children's Museum
- Detroit Zoological Society
- Explora Science Center and Children's Museum of Albuquerque
- Madison Children's Museum

The Appendix provides a description of the participating institutions and summarizes their strategic initiatives.

# Overview and the CCLI Model, cont'd.

## The CCLI Model

CCLI is based on four conceptual foundations. The first is the Bennett Model of Cultural Competence (Bennett, 1993) that defines cultural competence as a continuum on which individuals and institutions travel.

The second idea is that inclusion involves intentional shifts in organizational processes and activities and requires alignment and commitment across the institution. Therefore, CCLI adopts a systems approach to organizational change, meaning not only focusing on specific actions, but also addressing an organization's underlying structures which shape actions and create the context for change (Senge, 1994). CCLI also required the active involvement of the President/CEO for participating museums. Such a focus on organization change distinguishes CCLI from other initiatives focused on cultural competence, diversity, and inclusion.

Third, CCLI is positioned to support museums in developing the 21<sup>st</sup> Century Skills outlined by IMLS (2008). Specifically, CCLI focuses on three 21<sup>st</sup> century skills particularly relevant in helping institutions advance their cultural competency: Creativity and Innovation, Communication and Collaboration, and Global Awareness. The fourth concept is a strengths-based approach drawn from the Appreciative Inquiry framework (Cooperrider, et. al, 2001).

These four fundamental concepts are woven through CCLI, informing its work with participating institutions and the initiatives that those museums launch in their communities.

## Cohorts

Three cohorts of museums completed CCLI during the period covered by this report. Cohort 1 served a dual role, participating in the institute and also assisting the leadership team in testing and refining the CCLI model. As subsequent cohorts completed the program, the CCLI team continued to refine aspects of the curriculum and program structure.

Institutions were invited to participate in a cohort based on the CCLI leadership team's assessment of their organizational readiness. Each institution then identified a team, typically two to four staff members including the CEO, that would lead cultural competence efforts over a one-year period of its involvement. (All but two organizations included the CEO as part of the CCLI core team; those two organizations included a senior staff member on the team.)

Each organization in a cohort developed a targeted strategic initiative as the focus of its work in CCLI. Each institution's team identified and designed a locally relevant initiative aimed at deepening their

organization's cultural competence worked on that initiative over a year. Each organization also participated in a staff-wide survey conducted by Garibay Group. These data provide each organization with information about their staff's perceptions about the institution's current cultural competence, specifically on topics regarding staff diversity, outreach and community involvement, working atmosphere, strategic planning, and program management. The survey also asked staff to identify the most pressing inclusion and diversity issues in their organizations.

Next, the cohorts gathered for a day-and-a-half meeting in which they received training in the conceptual foundations of CCLI and participated in various activities and discussions designed to deepen their understandings of diversity and to provide practice in taking multiple perspectives. During this meeting, each museum leadership team also reviewed the results from their institution's staff survey and began to refine their strategic initiative. Museum leadership teams then began the internal work of implementing their strategic initiative. The specific work varied for each institution, but each team leveraged the conceptual material learned at the in-person meeting to accomplish its initiative.

# Overview and the CCLI Model, cont'd.

For Cohort 1, the museum leadership teams re-assembled for two additional two-day meetings. One meeting was held five months into the year-long process and the other at ten months. For Cohorts 2 and 3, monthly video conference call meetings provided on-going support and accountability. These meetings generally began with conversation starters or ice-breakers aimed to engage all participants. Following this, participants were given time to provide institutional updates. This opportunity to share as a group also aimed to help participants from each institution stay accountable to their strategic initiatives.

Quarterly leadership calls were held for the President/CEO of each museum participating in Cohorts 2 and 3. These calls provided leaders an opportunity to discuss issues unique to their roles and to build a network of support among their peers in similar leadership positions.

See Figure 1 for a visual representation of the model.

**Figure 1. CCLI Model**



This graphic maps CCLI museums' strategic initiatives onto the three 21st Century Skills areas. Data indicated a good cross-section of strategic initiatives across the three areas of global awareness, communication and collaboration, and creativity and innovation.



# Evaluation Approach and Methods

Garibay Group conducted a developmental evaluation (Patton, 2010) of CCLI to examine and support implementation of the program.

Developmental evaluation focuses on strategic learning, rather than simply on standard outcomes, so that innovative projects/models still in development can respond and adapt quickly. The collected data ultimately serve a summative function, but during the course of the project, the data also informed the team about the CCLI model so that the team could respond quickly in making adjustments. The foci of the evaluation have been 1) understanding how the CCLI model is applied in different organizations and 2) how effectively the process has worked. This report presents findings from the summative component of the evaluation.

This study was grounded in culturally responsive approaches to evaluation (Frierson, Hood, and Hughes, 2010) and used a mixed-methods design (Greene and Caracelli, 2003) which combined quantitative and qualitative data. Data collection included surveys, interviews, observation of meetings, and document review of meeting notes, strategic initiative plans, and other documents generated by participating museums currently implementing projects.

Qualitative data were analyzed using inductive coding (Strauss and Corbin, 1990; Patton, 1990), which allowed researchers to identify emergent patterns and themes in the data without the limitations imposed by predetermined categories. As patterns and themes were identified, researchers teased out the strength of these patterns and themes (Miles and Huberman, 1994). Survey data were analyzed using basic descriptive statistics.

## Key Evaluation Questions

- To what extent do participating museum staff deepen their cultural competence? What is the nature of their learning and to what extent do they apply the skills learned?
- To what extent do participating museums deepen their organizational cultural competence? How does this manifest at each institution?
- What evidence is there that the implemented strategic plans address organizational structures and reflect organizational readiness in moving toward deeper cultural competence? What did the museums achieve organizationally?
- To what extent are the framework and resources flexible, so that they may be adaptable across institutions of varying sizes and social contexts? What aspects of the model contribute to positive success? What does not work?

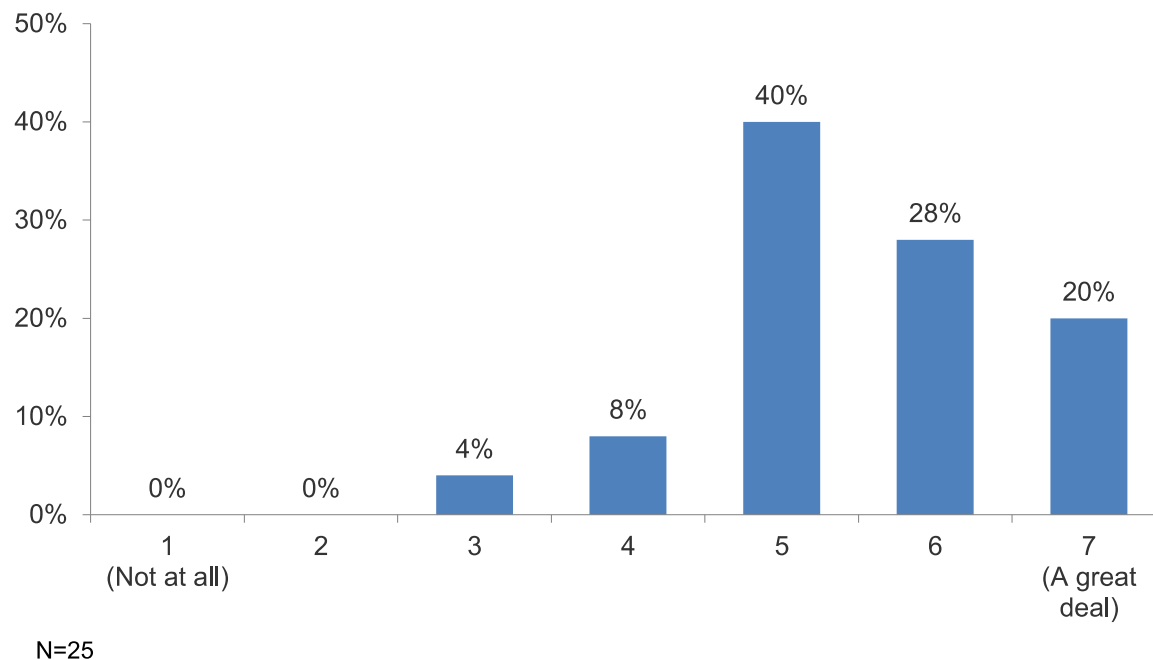


# Influence of CCLI on Cohort Participants' Learning

# Perceived Impact on Individual's Cultural Competence

When asked to rate the extent to which their participation in CCLI deepened their cultural competence on a scale of 1 to 7, with 1 being “Not at all” and 7 being “A great deal,” respondents were very positive, with 88% giving a “5” or higher (See Figure 2). No participant gave a rating of less than “3.”

**Figure 2. Rate how much participating in CCLI deepened your cultural competence**



*My main take-away is that we need to pursue cultural competency continuously and in a variety of ways if we want to make it part of our organizational culture. You never know which efforts will pay off and which will stall.*

*[The most important idea I learned was] Introducing the concept of cultural competence to get employees talking [and]...using the survey information to generate a discussion on how open and accepting we are as an organization.*

*The most important idea that I learned was the understanding that it is necessary to make sure that our dedication to diversity and cultural competence within our institution is communicated thoroughly and often, specifically due to turnover of staff and volunteers but also to drive home who we are as an institution for all our staff.*

*The experiences of other organizations were probably the most impactful part of the experience for me.*

*[The most important idea or strategy I learned was] developing an internal shared language and [building] relationships with outside groups and [how to] involve them in this process.*

*I personally field more questions regarding understanding of diversities within the museum. I don't think I would have as candid of conversations with staff members if we hadn't thought CCLI made it "safe" to ask these kinds of questions.*

# Ideas or Strategies Applied to Their Work

All survey respondents said that they had applied ideas or strategies learned at CCLI to their work. They were also asked, “What was the most important idea or strategy you learned from CCLI that you’ve used in your work?” When open responses were coded, four primary categories emerged, the most common being the Bennett Model (31%) (see Table 1).

When citing the Bennett Model, respondents often discussed it in terms of its emphasis on cultural competency as ongoing work, or a journey that is never “done.” Another oft-mentioned aspect of the model was the non-judgmental way that practitioners should approach their own cultural competency and that of others.

The next most common categories cited were the importance of organizational culture (21%) and ways to facilitate conversations (21%). Responses about the importance of organizational culture were those in which the respondent noted learning that cultural competency had to be a priority for the entire organization (for example, from the board on down) and must be communicated to all staff and volunteers.

Responses that said the most important ideas or strategies they learned in CCLI-learned ideas or strategies they used were ways of facilitating conversations. These strategies usually focused on internal conversations, but some also mentioned conversations with visitors and other external groups. While a few respondents mentioned using specific tools, such as survey data to initiate and facilitate conversations, most referred to more

general ways of opening up and maintaining conversations, such as using patience, focusing on listening, checking assumptions, or being transparent.

The next most common category of responses was the sharing of experiences in the cohort. These respondents found that hearing other organizations’ activities (e.g., community listening sessions, task force and committee formations, personal journeys) and the challenges they each faced was very helpful to their own work.

The “other” categories included responses about respecting the process, having empathy about how staff and visitors want to be treated, “learning more about the context of equity and diversity,” and developing relationships with outside groups.

**Table 1. Most Important Idea or Strategy From CCLI Used in Your Work**

Category	% of Responses (N=29; Could give more than one response)
Bennett Model	31%
Importance of Organizational Culture	21%
Ways to Facilitate Conversations	21%
Sharing with Cohort	14%
Other	14%

*[The most important idea I learned was] The Bennett model as a lens for assessing where you currently are and understanding the next progression. It is greatly beneficial because it can be applied to individuals as well as organizations.*

*[The most important idea I learned was] The notion of cultural competence being a life-long journey and that you may be highly competent in some areas and a complete naïf in others. Ongoing humility.*

# Ideas or Strategies Applied to Their Work, cont'd.

Participants named a range of specific ideas or strategies learned in CCLI that they applied to their work.

*We have created a cultural competence team within the museum that changes members every year to keep introducing new trainers for all-staff meetings and to respond to new cultural competence issues that arise. We also continue to utilize advisory committees from the different communities in [the area] to help us in our work.*

*In my everyday work as a HR Administrator, when issues are brought to my attention or I'm having a conversation about diversity, I take my time to understand where the person is coming from and why they're feeling the emotions that they are before I can address the situation or give my own input. It's important for me to remove myself from the situation because my biases affect my decision and how I respond in a conversation.*

*During a staff training in the past few months I heard a staff member speaking about people of a specific religious faith in a very generalized and negative way. CCLI helps me take a breath, hear what they had to say, and not react in an immediate negative way. Instead, I thought about ways to provide additional training for this person and the rest of the staff that might help them gain knowledge and understanding of people of that faith and hopefully with that training, gain more tolerance and sensitivity.*

*We have had numerous tensions between folks that want the work to get "done" and those that feel being together and engaging "is" the work. CCLI lessons have helped us value both perspectives.*

*We shared the survey results at an all-staff meeting and it led to a very lively conversation. Staff questioned whether the group participating in CCLI was representative enough of staff overall. We discussed this and decided that, considering the strategic initiative, it was the right group and we brought others in when needed.*

*CCLI has become part of the elevator speech, especially for senior level staff. We have new projects that have come from our communication with our staff as a result of CCLI. I believe that has helped all staff see how serious we are about keeping this at the forefront of all we do.*

*A commitment to multilingual signage. Paying attention to succession and recruitment. In particular, how to provide opportunities for our leadership and management staff to become a better representation of the community—culturally, ethnically, and racially.*

*[Our organization] was able to bring in outside advocacy groups...looking at issues such as accessibility, racism and immigration. This was a great catalyst for opening the doors to questions, dialogue, and a deeper understanding. We have since been asked to present ideas and tools learned from CCLI for other local groups and organizations. Our staff is now tuned in to thinking of ways to make [our organization] more culturally competent. That top of mind thinking has led to sensory-friendly performances...which eventually led to a bigger institution-wide project making [our organization] more accessible for all. We recently received an IMLS grant for this project.*

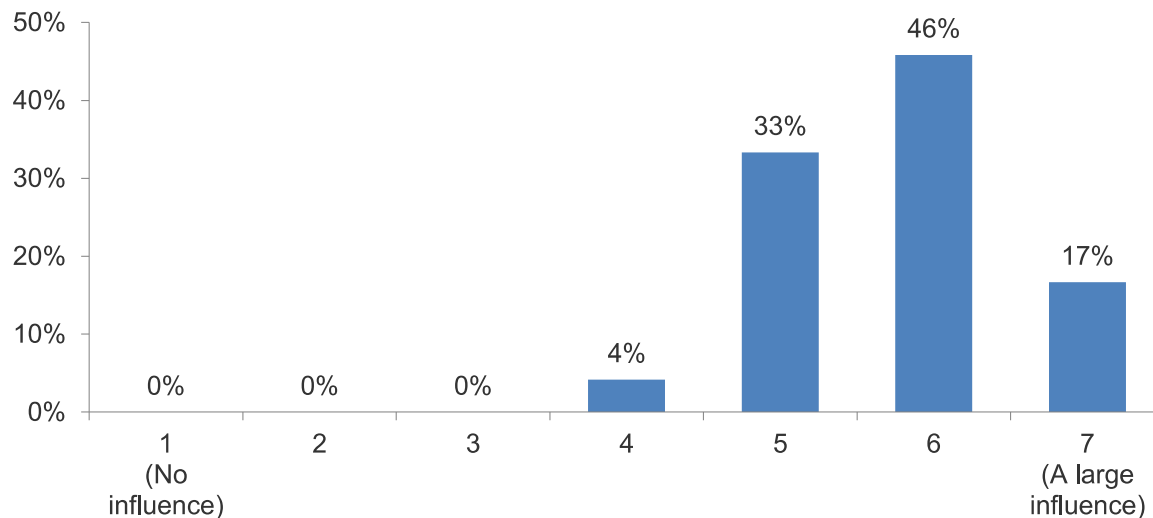


A team leader describes the Bennett Model. Participants often cited the Bennett Model as a particularly useful tool to reflect on one's own cultural competency.

# Influence on Own Work

On a scale of 1 to 7, with 1 being “No influence” and 7 being “A large influence,” the overwhelming majority of respondents rated CCLI’s influence on their work very highly. No respondent gave a rating of less than “4” and 96% gave ratings of “5” or above (See Figure 3).

**Figure 3. Rate the level of influence that CCLI has had on your work**



N=24

*Our museum has an IMLS grant now focusing on accessibility because of staff feedback during our time on CCLI. With this grant, I am continually working with staff to see where they might need support to gain understanding of neuro-diversities and [I] work towards making this knowledge and acceptance the norm in our institution.*

*I think that I could be more proactive in my work; however, the work keeps finding me in some respect. Moving to a new city in a different museum has allowed me to see that I can affect change in cultural inclusion where ever I go—almost by accident!*

*Having a team to be accountable to has helped me stay focused on the work and helped me support the key staff members.*

*I am on many teams and supervise a large staff and seem to find opportunities to bring up this work everywhere I go. For example, we are developing an outdoor space right now and conversations are happening about what languages to have signage in, about how families with special needs with use the space, [and] about making sure we plant things that are recognizable/important to the different communities.*



# Influence on Own Work, cont'd.

Respondents were asked to describe the overall influence of CCLI on their work. When the responses were coded, the most common category of responses related to CCLI's application to their daily work (36%) (see Table 2).

Responses that fell into the Application to Daily Work were those in which respondents cited ways in which they could apply their CCLI learning to issues or activities they dealt with on a daily basis. For example, they cited using CCLI concepts when recruiting new staff or designing new signage.

The second most common category of responses, Priority/Accountability, explained how CCLI helped them keep cultural competency a priority or made them accountable for it in their work. For instance, one respondent was reminded to pay conscious attention to larger cultural competency issues instead of only being concerned about day-to-day challenges at the institution.

The next most common category of responses was Awareness/Understanding, which covered responses concerning CCLI helping them become more aware of (or increasing their understanding of) cultural competency. One respondent said CCLI "opened the doors for us to begin taking on"

**Table 2. CCLI's Influence on Your Work**

Category	% of Responses (N=25; Could give more than one response)
Application to Daily Work	36%
Priority/Accountability	28%
Awareness/Understanding	20%
Communication	8%
Other	8%

cultural competency, while another talked about how "it has definitely facilitated my being conscious of how diversity and cultural competence is or isn't represented in our institution."

The Communication category related to CCLI helping respondents improve their communication or discussion skills.

The "other" category included comments about ACM and ASTC's support giving the work more credibility—especially for board members and donors—and a listing of ways the respondent intended to implement cultural competency.

*Diversity has now become a big part of my job. I'm now responsible for developing a recruitment strategy that focuses on a diversity initiative for hiring and retaining a diverse staff. I'm constantly asking myself, did I reach out to a diverse group of colleges for a job posting? Does the college have a diverse student population? Etc.*

*I already think a lot about culture, individual, organizational, and community-wide. The CCLI work has been a great way to keep it high on my radar and has provided a structure and reason to include others.*

*I have fully embraced the benefits of inclusion in helping the museum to remain relevant to our community. A commitment to a diverse set of opinions and experiences around the table is leading to effective strategies to sustain and grow our audience.*

*I think the fact that both ACM and ASTC are integral to the process and are making it a field-wide supported effort gives the work more credibility, especially for board and donors that might see the work of diversity and inclusion as nice or well-meaning but not essential.*

*[CCLI] has definitely facilitated me being conscious of how diversity and cultural competence is or isn't represented in our institution. I have personally been more conscious when hiring or, when we worked on our strategic plan, there was a conscious effort to be sure that cultural competence influenced all that we planned.*

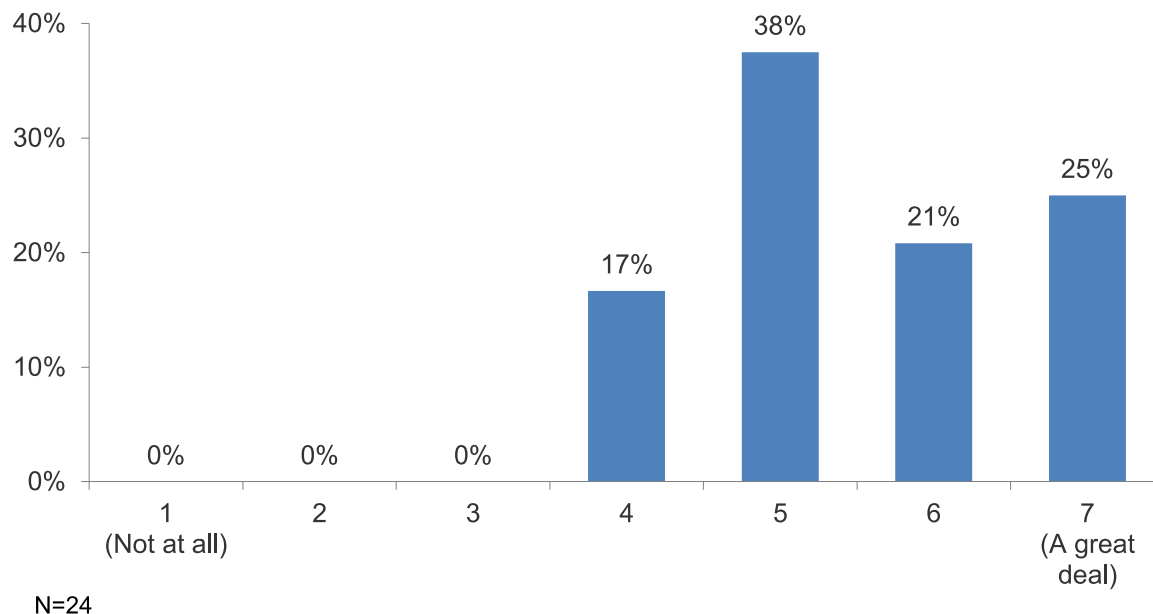


# Influence of CCLI on Cohort Organizations

# Perceived Impact on Organization's Cultural Competence

According to CCLI cohort participants, the extent to which CCLI deepened their organization's cultural competence on a scale of 1 to 7 (1 = "Not at all" and 7 = "A great deal") was high, though slightly lower than CCLI's effect on their own cultural competence. Of respondents, 83% rated the impact on their organization a "5" or higher (see Figure 4).

**Figure 4. Rate how much participation in CCLI deepened your organization's cultural competence**



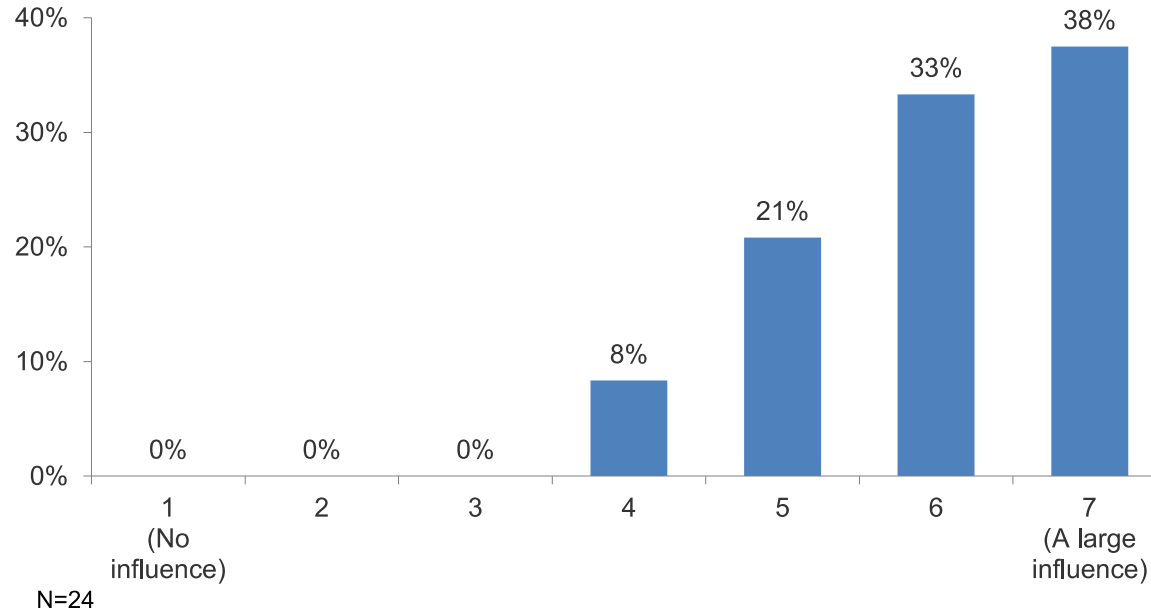
*Our organization has seen real cultural change and has come to embrace the listen, welcome, co-create engagement strategy.*

*The largest impact is a new initiative for increased accessibility that was generated through our work with CCLI. In addition...I think there is more of a culture of safety where staff members feel they can ask questions without getting judged and seek support when perhaps they might have been more hesitant before our work with CCLI. The administration of the museum is still committed to continuing this work and therefore its impact continues to be strong.*

# Influence on Organization's Inclusion Work

Respondents' ratings of the level of influence CCLI had on their organization's inclusion work, on a scale of 1 to 7 (1 = "No influence" and 7= "A large influence"), were uniformly high. Over 90% rated the level of influence of CCLI a "5" or higher, with no one rating it lower than a "3" (see Figure 5).

**Figure 5. Rate the level of influence that CCLI has had on your organization's inclusion work**



*Being a part of the CCLI gave weight and urgency to our work. It gave a framework of accountability and creditability to this as not just a singular person's or department's responsibility but as essential to the health and well-being of our entire organization.*

*I tend to rate the influence closer to the middle because we experience turnover, especially with guest-facing staff, so it's never truly inclusive participation. However, I think the 18 people who have participated directly in the work have benefitted a great deal.*

*It has made it apparent that we have much more work to do and it is very nice to have the support for this work from all levels of the organization, including our Executive Director.*

*The overall impact of CCLI was significant for the three of us who took part, and will be critical to how we execute on our plan and its implementation and so to our organization, but that hasn't happened yet.*

*Our organization has seen new opportunities, partnerships, grants, and increased visitation as a result of being part of CCLI. Our staff feels more confident and the organization is committed to continuing our efforts for increased and ongoing cultural competence.*

# Impact on Organizations' Inclusion Work, cont'd.

Below are examples from participants of the impact they observed on their organization:

*Several sub-groups have spun off of our team to discuss issues like training for all staff (previously HR would have handled [this] solo), advising on our advocacy policy, or how we position [our institution] appropriately in light of current events in policy, political, and human rights.*

*We found that many communities are intimidated [to come] to a science museum on their own and are well served by special evenings where they can come with like-minded individuals in their community and see we aren't such a bad place and can maybe benefit their children and families at large. We... follow these groups when they use their free membership cards to see if we are having an effect....we get about 80% single returns, 10% double or more .*

*[Our] staff and board have been involved in a master planning process...laying the groundwork for an upcoming expansion and capital campaign. More than ever, issues of access, diversity, equity, and inclusion have been top-of-mind for the board members and staff that make up the Master Plan Steering Committee. It is wonderful and powerful to see these concepts driving the project development, where too often they can feel tacked on at the end of the planning process.*

*Because of this work, [we] now [have] a Family Restroom...This has helped dads bring their young daughters to the restroom, and moms bring their young sons to the restroom, transgender people, etc. We also have a Quiet Room for nursing moms, for people on the autism spectrum..., for people who need to pray during the day, CCLI has allowed us to really look at our spaces and how welcoming we are and to make changes to get us closer to what we want to be.*

*Regular, informal talks in the President's Office on issues of diversity and inclusion are something all staff may attend and participate in.*

*Our board members now speak about how [and/or] when children of different economic backgrounds play together, they both benefit by learning skills/approaches from each other (oversimplified: lower SES kids' resilience and tenacity, higher SES kids' approaching things without imagining limits)....In the past our access programming was always spoken about in terms of how it helps "the poor kids."*

*At the outset CCLI made us think about and update our vocabulary. This perhaps sounds like an inconsequential impact, but for us it's huge. Vocabulary is critically important to us and we are careful and thoughtful in how we talk about what we do...The words "cultural competence"...made us think about diversity and inclusion in a more comprehensive (and more strategic) way.*

*The recent election was a shocker to many of our staff, and many all of a sudden felt threatened based on their ethnicity, sexual orientation, national origin, and other criteria. We were ready to jump into conversations in a way that I don't think we would have been before CCLI.*

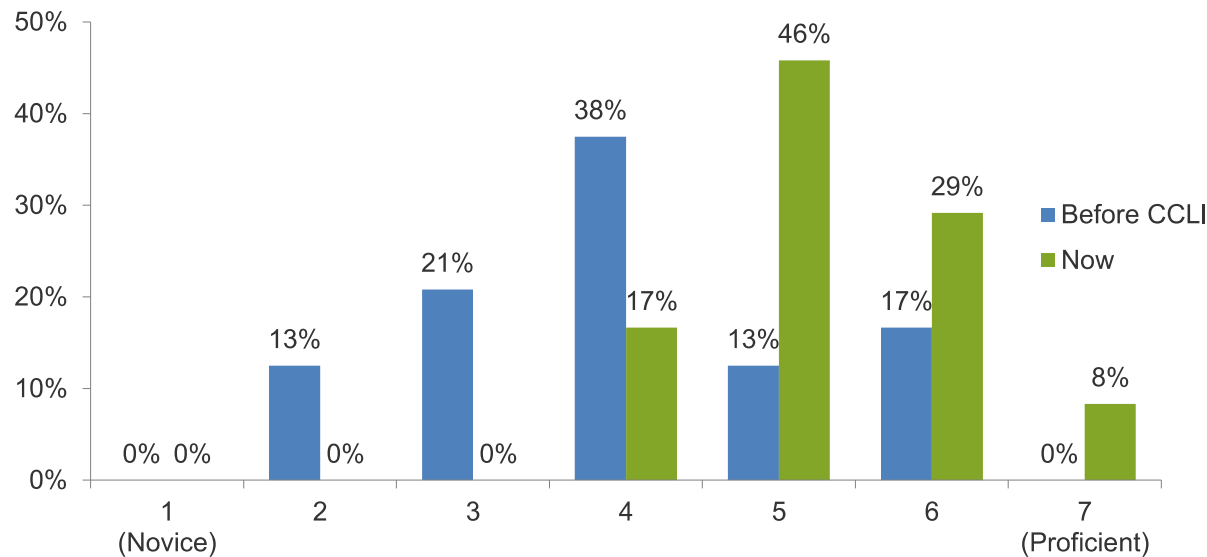
*We are now focusing on improving the way we serve visitors with special needs but marketing it as a way to better serve all our visitors. We have recognized that though we are focusing or targeting one audience, it doesn't mean that our total audience won't benefit.*

A couple respondents, however, felt that CCLI had limited impact on their organization's inclusion work. One respondent noted that CCLI work did not reach staff members beyond those involved in the CCLI core team, thus limiting CCLI's organizational impact. Another respondent suggested that the impact of CCLI was hindered by staff turnover. For example, one participant said, "I would say that knowledge of or exposure...of CCLI...among all staff members is minimal." Another said, "Keeping momentum is hard because budgets are so tight that we can't schedule meetings for the professional development needed to implement properly. We tend to lose people to turnover before some things are internalized within the organization."

## Impact on Organizations' Inclusion Work, cont'd.

We asked respondents to rate their organization's overall work towards diversity/inclusion on a scale of 1 to 7, with 1 being "Novice" and 7 being "Proficient," before and after participating in CCLI. Their ratings increased over that time, which suggests the program had a positive effect on organizations' diversity/inclusion work. Only 29% of respondents gave their organization a rating of "5" or higher before participating in CCLI, while 83% increased their ratings of their organizations' work towards diversity/inclusion after participating in CCLI (see Figure 6).

**Figure 6. Reflect on your organization before and after participating in CCLI. Rate your organization's overall work toward diversity/inclusion**



N=24

# Impact on Organizations' Inclusion Work, cont'd.

*I have heard staff talking openly and comfortably around issues related to hiring, forming teams, and gathering perspectives. I think some of the conversations happened before, but people feel more confident having the discussions, using appropriate language and terms for what they are trying to achieve, and holding themselves to a higher standard.*

*It has been an amazing journey and I wish that we could keep in contact as a cohort in monthly and bimonthly meetings. It will be an adjustment to not have those times to look forward to, the inspiration to be accountable to others and ourselves.... Also, having greater contact with colleagues has been personally rewarding. I feel more connected to my field than I ever have before.*

*I just think it's important to understand the organizational move towards more open communication than was happening before CCLI. I think our organization was always pretty good at this kind of work, but we have improved our communication and training even more since our time with CCLI.*

*CCLI granted us the time and permission to deepen our conversation around Cultural Competency and made us directly accountable to get the work done.*

*A way to improve the impact would have been to receive ongoing education from CCLI, either in the form of talks or readings. The kick-off meeting was very helpful and informative but after that, I'm not sure that CCLI added much to our knowledge base...Of course, there is learning in hearing from others [in the monthly calls], but it would have been beneficial for CCLI to take more of a leadership/guiding role in increasing the cohort's cultural competence over the year.*

*We still have a way to go, especially with our board, [which] does not reflect the diversity of our community. Likewise, we will need to figure out ways to continue our work and conversations outside the CCLI framework. Aspects of our work will be easy to carry on, and others will be harder to maintain without the structure that a formal program brings.*



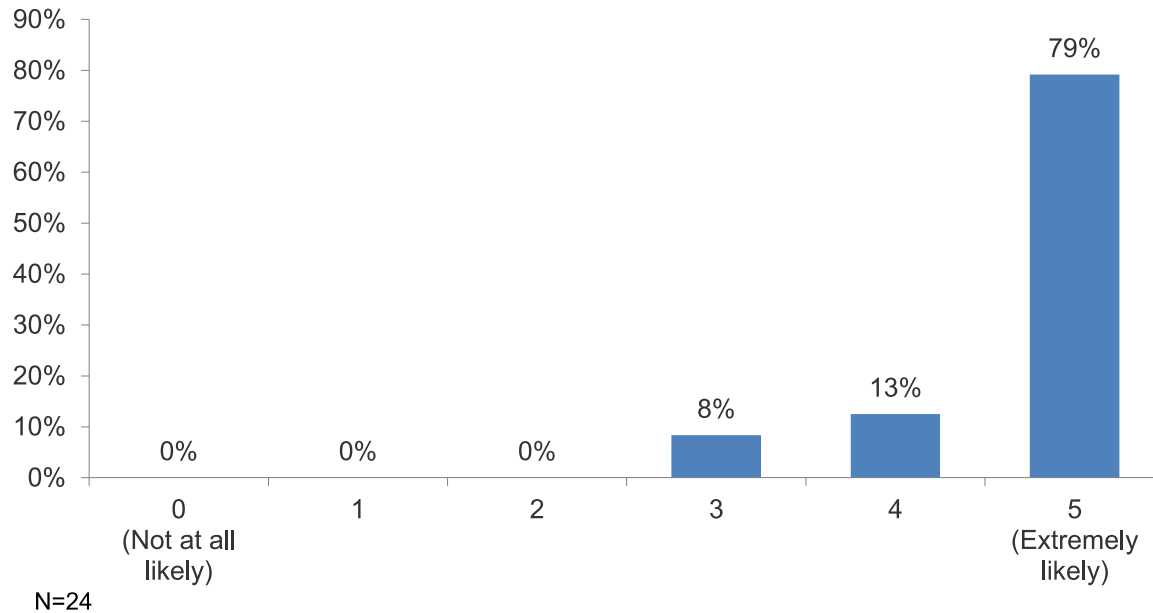
Reflecting on their own practice helped participants deepen their cultural competence and consider strategies they could apply at their organization.



# Likelihood of Recommending

Respondents rated their likelihood of recommending CCLI to a colleague at 92%, using a “4” or a “5” on a scale of 1 to 5 (1= “Not at all likely”; 5= “Extremely likely”) (see Figure 7). These ratings suggest that respondents were satisfied with the program and felt it was worthwhile.

**Figure 7. Overall, how likely is it that you would recommend CCLI to a colleague?**



Participants appreciated opportunities to build relationships and share with other cohort team members and museums.

# Valuable Aspects of CCLI

# Valuable Aspects of CCLI

Participants identified eight aspects of CCLI that they found particularly valuable in deepening their own and their organizations' cultural competence: learning community, CCLI structure, reflective practice, credibility, staff survey, CEO involvement, in-person meeting, and ice breakers.

## Learning Community

One of most valuable aspects of participating in CCLI was the opportunity to network and interact with individuals from different museums. The ability to work in a cohort was beneficial because it provided participants with a sense of support in a safe environment. For example, participants appreciated the opportunity to share and have an open dialogue among a group of “non-judgmental” supportive peers. Additionally, participants noted the value of being in a group of professionals “committed to building a more culturally competent world.” This was an eye-opening experience that led participants to think more broadly about cultural competency and their organization's work. Participants encouraged their cohort colleagues to continue in these efforts even when met with challenges or frustrations and were able to connect with others in the field working on similar issues.

*[I] appreciated being able to have a cohort. People out there who didn't look like me, talk like me, but we were all in this together.*

*Helpful to see what other organizations are doing, what's worked for them and things that haven't worked. That was very helpful in terms of the network we were introduced to.*

*Being part of a cohort focused on doing similar work created a support structure that was beneficial.*

*One of the most valuable aspects was opportunity for open sharing between institutions*

*I personally valued the opportunity to get to know and work with people from museums and organizations all over the country and get to see how they work while also learning about cultural competence.*

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*It was not a political correctness competition. Instead, there was real dialogue and risk-taking.*

*Aside from a top-notch crew leading on this expedition, meeting folks from the larger institutions with a larger range of problems to solve [was valuable]. It added some creative ideas for solving some of our own issues and help move us beyond the myopia of our own little world.*

*I really appreciated having the support of the cohort members in tandem with the professional coaching we got from CCLI leadership.*

*Being part of a cohort focused on doing similar work created a support structure that was beneficial.*

*One of the most valuable aspects was opportunity for open sharing between institutions; also the long-term partnerships and professional relationships.*

*A chance to share ideas and experiences with others from other museums was most valuable. It reminded me that it is important. The importance of a supportive peer group to discuss issues [with] was great.*

# Valuable Aspects of CCLI, cont'd.

## CCLI Structure

The structure provided by CCLI helped participants move forward and make progress in their diversity and inclusion work. Respondents reported that regular contact with other members of the cohort via monthly video calls fostered accountability and encouraged ongoing communication through the year. The calls also provided a series of deadlines for participants to present updates; cohort members were aware of the importance of making progress even with limited time. Additionally, the calls helped participants stay accountable not only in their organizations but also to others in the cohort; great value was placed on sharing and learning from each other's efforts.

## Reflective Practice

Respondents valued the fact that CCLI provided them with the space to reflect on cultural competence and on their efforts to advance diversity and inclusion in their institutions. At a macro level, joining CCLI led organizations and individuals to reflect on their values and aims. It also prompted some respondents to consider what the field, as a whole, is doing to address issues of diversity, inclusion, and cultural competence. At a micro level, reflection was built into each in-person meeting and every monthly video call; the facilitator generally closed the monthly meetings by prompting participants with topics to "think about" prior to the next meeting.

*We had to give the monthly updates; that kept the work at the forefront and gave a real sense of accountability around the initiative, [which] was never far from the front of our minds. The organization of CCLI and ---the process helped things unfold in a more orderly and concise, time-sensitive way.*

*The discipline required of being in a year-long program meant a lot and knowing we had to do something [in terms of our strategic plan was helpful], because it kept us going.*

*Being a part of the CCLI fellowship kept the focus and priority on this part of our work. [It] provided structure and deadlines, which are helpful.*

*Let's be honest, people can say "we are going to do that another time" or "that is more important". This keeps us on track. If it hadn't been for CCLI, we might be even further behind. I liked the accountability.*

*[CCLI provided] time to be thoughtful about it, which sometimes you don't have.*

*[We] wanted to take stock of what we had done, where we had been, was there somewhere that was missing or where we needed to put in more effort. Take a step back and reflect on what we had done and where we were. Identify what else we could be doing or what was missing.*

# Valuable Aspects of CCLI, cont'd.

## Credibility

Respondents noted that working on a national initiative provided a sense of prestige and credibility to (and for) their work. This was particularly important and relevant in working with museum board members because it signaled that the work went beyond the walls of any single institution. One respondent, for example, noted that when funders inquired about their institution's diversity efforts, they were pleased to learn that the museum was part of CCLI as it was a national initiative. Another respondent noted that being part of a national initiative communicated to the rest of the institution's staff that this was bigger than just one individual's, department's, or organization's effort. Respondents valued being part of a national movement that brought different institutions together to advance inclusion and diversity. A few CEOs also noted that being part of CCLI helped them bring the work to the attention of their boards and engage them in conversations.

## Staff Survey

Staff survey findings provided concrete feedback on staff's perceptions about the organization vis-à-vis inclusion and diversity. After reviewing and reflecting on the findings at the in-person cohort meeting, each institution shared and discussed results with full staff. Respondents reported that this survey process provided insight into staff perceptions and assumptions, encouraged active participation of all levels of staff, and fostered dialogue at an organizational level.

*We could say we are working on a project that is part of a national initiative. That carries a huge amount of cache. It was wonderful. It definitely professionalized our work, and that is what I was hoping for. It gave our work...this outside accountability but also it helped me not make it my work and able to refer to a larger initiative.*

*For the board, that is important. To know you are part of something bigger. There some institutional prestige with getting selected.*

*It heightened the level of the conversation with the Board. They care about prestige, partnerships, national reputation, etc. Being a part of CCLI has helped us move the subject at a higher level within the institution.*

*Being part of the CCLI gave weight and urgency to our work. It gave a framework of accountability and credibility to this as not just a singular person's or department's responsibility but as essential to the health and well-being of our entire organization.*

*We shared the survey results at an all-staff meeting and it led to a very lively conversation. Staff questioned whether the group participating in CCLI was representative enough of staff overall. We discussed this and decided that, considering the strategic initiative, it was the right group and we brought others in when needed.*

*[The] survey was good because one of the things we did when we returned was...to share survey results with staff. That started discussion, that was really good. [It] let staff know what other people said and validated some things. [It helped to] bring [these issues] to the forefront.*

*[The] survey was met with a lot of interest among the staff and board. [It] created good conversation that propelled us [and] had some traction. The internal survey was really helpful.*

*Providing the self-assessment survey...for starting the conversation with our staff and leadership [was so helpful]...it's not easy, but it is highly valuable.*



# Valuable Aspects of CCLI, cont'd.

## CEO Involvement

Participating in CCLI required the active participation of the institution's President or CEO. This aspect, valued by cohort participants, proved critical—it signaled a commitment from leadership that inclusion and diversity were organizational priorities. (There were some indications, in fact, that organizations where the CEO was not involved as part of the cohort experienced the CCLI work as making less traction at their institutions.)

## In-Person Meeting

Cohort participants also found the initial in-person meeting highly valuable because it allowed them to get to know each other, build relationships, and start with a common set of experiences and content. It also helped each team focus on actively planning their strategic initiative without the distractions of museum activities. Some respondents noted that the in-person meeting aligned well with their preferred learning style because it enabled them to see one another and feel confident in having other participants' full attention (compared to, say, a virtual meeting). Others commented that it created a sense of trust and connection in the group that would have been more difficult to cultivate remotely.

## Ice Breakers

Cohort members valued the ice breakers and activities used at both the in-person and video meetings. Participants noted that these activities were helpful in initiating conversations and to start the process of reflecting on cultural competence issues. A review of meeting notes also revealed that the ice breakers engaged participants on a personal level and encouraged them to adopt different perspectives and ways of thinking.

*It really took [the president of the museum], your leadership, to say that this is a priority, you're going to have the time to work on this, so it starts with the top. That leadership commitment was important and a great message.*

*What it really did for me is show me the company was ready for it. [I] have a CEO there with me saying "let's do this." That helps communicate that at the highest levels this is a priority.*

*[The CEO] kept the light shining on this activity, made sure it was on our directors' group agenda, made sure there were aspects of the group that we celebrated [and] took part in all staff meetings...stressing the importance of the work in word and deed.*

*[We] benefited from that active planning time [at the in-person meeting].*

*When you're face-to-face, you're looking the person in the eye. You're more vulnerable, you're there.*

*An example of an activity that was helpful was the exercise where they had to explain to another person something monumental that happened in their life. This baseline personal conversation changes the way that [you] communicate with people. It worked.*

*Hands-on activities were strong conversation starters, started dialogue. If people don't feel comfortable or don't want to dialogue, you're not going to get much done, so they were really great starting points.*



# Participant Suggestions for Improvement

# Participant Suggestions for Improvement

Respondents provided several suggestions for strengthening CCLI and making it even more effective.

## Syllabus and Agendas

Respondents recommended that CCLI leaders share a syllabus with a timeline for CCLI as well as agendas for all meetings. Some respondents reported feeling uneasy or anxious about not knowing what to expect, or what was expected from them, in certain meetings. Last-minute communications before a meeting, for example, were challenging for participants. At other times, participants were asked to prepare for a meeting only to see the meeting “veered off” to another topic. Respondents felt that a shared syllabus and advance written agendas for meetings could provide clear structure and help participants prepare.

## Additional In-Person Meetings

Some respondents recommended bringing each cohort back together in person as a way of concluding CCLI participation. They felt it was important to have face-to-face interactions and communication, as they encourage being present in the moment as opposed to more virtual communications which may have more distractions.

## Practice with Tools and Models

Some respondents also asked for the opportunity to practice and use the tools and models provided by CCLI. Participants talked about struggling with using tools and models outside the CCLI meetings and felt

they either could not use them at all or to their fullest extent. Participants desired more time and space to reflect on and really get to know the tools and models. Some respondents suggested that time on calls could have been spent revisiting key tools or concepts.

*There were several calls where we went in and didn't know what we were going to talk about. We were asked to reflect on things and that was hard to do, in the moment.*

*More of an individual opinion, but monthly calls were excessive just based off how it was run—there was no agenda and it felt ineffective. [I] would rather have some time to reflect about what each organization was doing and bring back to the group; some calls were random topics.*

*Leading up to our kickoff meeting, we didn't have an agenda the day before the meeting. Didn't really have an idea of what to expect, what was going to be asked of us, if there was anything we should prepare. I felt uneasy going into first meeting; didn't know what was coming.*

*[For] some [calls] we were given a heads-up and stuck to the agenda. Some I felt I had prepped something but something else was being discussed. Feeling like I never had a handle on what was going to be covered.*

*Around the wrap-ups, there was an inconsistency...I don't know...expectation or time-keeping...There were different amounts of time, different guidelines, different processes.*

*The in-person meeting...at the beginning was very beneficial and if there was a way to do more in-person meetings, it would be valuable.*

*For me the face-to-face is [a] better format for me; [I] regretted there wasn't more of that.*

*Bring people back together again at the end. There is value to cross-communicating and interacting with others from other organizations.*

*I wish that we could have gotten together more, I know it's hard but [I would have liked] at least one more face-to-face meeting. I wished there would have been another opportunity for a face-to-face meeting.*

*One of the things I struggled with were some of the models and [how to] put [them] in real life. That was a challenge.*

*Having more time to digest the different tools and a little bit more one-on-one to do that, and space to do it, would have been helpful.*

*More practice to make those great tools they introduced easier to use. More practice with them. [For example, they could have asked] “Try talking to three friends and see where they think they are on the Bennett Model and share back on the next call.”*

# Participant Suggestions for Improvement, cont'd.

## More Resources

In addition to what CCLI provided, some respondents would have liked more resources, tools, and relevant research. Some participants wanted to learn more about other institutions' successes and challenges (i.e. case studies). They wanted to walk away with more tangible actions and tools that could be applied at their own institution.

There were also some indications that even when resources were available via the website, they may have been missed by some participants. For example, one participant talked about getting “*push back*” from partners about the language used in a grant proposal and whether the term cultural competency would “*resonate*” with a funder such as the National Science Foundation and wishing that CCLI had provided some of the academic literature about terminology, noting that, “maybe it’s on the website or we covered it and I missed it—the research basis for this work. Where in the world does it stand in related thinking around cultural relevancy or other terms?”

## Ongoing Support post-CCLI Involvement

Some respondents expressed concern about continuing their inclusion and diversity work without CCLI support. They suggested that CCLI provide ongoing support and/or communication after an institution’s one-year involvement has concluded. For instance,

one participant talked about how some these efforts “could fall into [an] abyss if [they] don’t have some consistent check-in help.”

## Connections among Cohorts

Although the CCLI team invited individuals from previous cohorts to share their experiences, including potential challenges, some participants hoped for more in-depth engagement. Some noted a desire to develop a mentoring or ambassador type of program where the previous cohorts help guide new cohort participants in how to participate in this initiative.

## Improved Online Platform

A few respondents shared that they struggled using the online platform to access CCLI content. They felt the platform was difficult or inconvenient to use.

*Additional resources and materials would have deepened our knowledge around diversity and inclusion.*

*I appreciated hearing from other cohorts but times I wanted to walk away with a little more. More tools specifically.*

*That would be a tool that would be relevant, sharing diversity statements; those provided on the website were not as helpful as the ones we found on our own.*

*I didn’t feel like I had a roadmap for how to use CCLI once we left because I didn’t get any more materials. Beyond this, [I] didn’t know of any resources to help me keep going.*

*I don’t want it to end. I’m a little afraid of not having something to keep us accountable. It was no small thing to have the president at the table and listening and giving guidance and instructing along the way...Now go back and do some of the work in isolation? That’s a little frightening to think about.*

*A way to improve the impact would have been to receive ongoing education from CCLI, either in the form of talks or readings.*

*Going forward, would you guys be open to assisting us in certain things or at least providing direction for resources?*

*Maybe at start of cohort, someone from previous cohort [could] come in and talk about the process or provide some training activities on diversity and inclusion—be like a kick-off or even a more formalized mentoring program. It would be helpful to hear from others from past cohorts.*

*May be good if new cohort could engage with old cohort. Share experience, challenges, bridge the gap between those.*

*I would have liked something that would allow daily or weekly chat, like a slack channel. More seamless. Even basecamp is more usable than that platform; people might be on another project.*

*[Those resources] are probably...on the website or the platform but I never ended up using [those], besides the [thread] where we’d write to each other through the ASTC platform.*

# Impact of CCLI

# Impact of CCLI

This evaluation documented five primary outcomes of participating CCLI: 1) participants and institutions broadened their definitions and conceptions of diversity and cultural competency; 2) participants and institutions enacted new ways of talking about diversity and cultural competency; 3) institutions involved a greater number and breadth of stakeholders in diversity work; 4) institutions acted with greater intentionality and adopted clearer and more focused strategies to advance inclusion work; and 5) institutions' activities to foster organizational inclusion were accelerated and enhanced.

The first three years of CCLI were intended to be experimental and to serve as “proof of concept” for a cultural competency initiative grounded in an organization change philosophy. Therefore, the evaluation sought to document emergent outcomes from the perspective of the participating institutions rather than measure achievement of the target outcomes that were specified in advance.

## **Outcome 1: Participants and institutions broadened their definitions and conceptions of diversity and cultural competency.**

CCLI provided a set of foundational concepts and tools that helped participants increase their awareness and understanding of culture, diversity, and cultural competence. Two primary ideas participants cited as part of their learning were understanding that culture is dynamic and fluid and that cultural competency is an ongoing process that involves significant self-reflection. The impact of these ideas was also evident in how respondents talked one about this work within the group interview. For example, respondents were observed making comments such as “It’s a work in progress, you never finish” and

“Realizing that these things take time. You can’t say it and forget it.”

Respondents from many institutions also reported that they and their museums left CCLI with broader definitions and conceptions of diversity and cultural competency. For example, one respondent shared that they had thought that diversity simply referred to the classes of people protected by Equal Employment Opportunity (EEO) legislation and the rules in place to guard against discrimination. After completing CCLI, this respondent understood that diversity included much more than just legal compliance.

## **Outcome 2: Participants and institutions enacted new ways of talking about diversity and cultural competency.**

Many participants reported that CCLI had shifted how their institution talked about diversity and inclusion as well as the types of conversations that took place in their museums. Although it was not always easy, participating museums engaged in conversations and trainings at their organizations in which staff could dialogue

*It was an awakening for the institution. Not just saying the right things. Engaging in conversation with groups we don’t already talk to. Realizing there are things we do internally that are excluding people.*

*It opened the museum’s eyes to see that this work needs to be done because there was concrete evidence of the negative impact that our staff, the museum’s budget, and visitors were experiencing*

*It’s not just CCLI, but being in CCLI and committing to the development of this plan is making us think more broadly. We’ve been actively thinking about diversity in terms of recruitment but we’ve not been thinking about access, we’ve not been thinking about guest experience.*

*We’re not just looking at 5 EEO codes but more...sexual preference, different people that fall into a typical Caucasian code...people are just different. For me, it opened up that whole spectrum instead of it just being cut and fast rules. Diversity means a lot of things. That was probably my biggest learning. The struggle is how do you get other people on board and have them understand that diversity and inclusion are more than just black and white or Hispanic and black or American Indian and [so forth].*



# Impact of CCLI, cont'd.

about issues of inclusion, diversity, and cultural competency. Some conversations focused on learning about and understanding specific communities more deeply; others focused on internal organizational practices that either hindered or supported equitable practices. CCLI also provided opportunities for participating museums to create shared vocabulary and goals within their organizations. In all cases CCLI participants reported that these conversations—even the difficult ones—were critical in facilitating positive change.

These participant data reflect the conceptualization of cultural competence as a continuum or journey. Each example reflects a particular participant's (and museum's) starting point in the work of CCLI as well as their next steps in their journey.

## **Outcome 3: Institutions involved a greater number and breadth of stakeholders in diversity work**

The nature of strategic initiatives meant that staff members across the organization participated in implementing them. The working teams at each museum, while different in size and organizational structure, typically included a diverse team of staff who worked in different departments (e.g., exhibits, education, HR) and had quite different levels of responsibilities and experience (e.g., coordinators, floor staff, volunteers, directors). Thus, it propelled participating museums to use their strategic initiatives as a vehicle to

concretely and authentically engage staff—at all levels—in their inclusion work rather than have it remain an isolated effort within one department.

Respondents from many museums noted that a greater number and breadth of staff members were now involved with diversity and inclusion activities than before. They also reported that that CCLI had fostered conversations with board members about inclusion and diversity efforts. Including more stakeholders—and a wider variety of stakeholders—in cultural competence efforts reflects CCLI's emphasis on creating change at an organizational level. CCLI has emphasized that rather than being the responsibility of a few staff members or a particular team or department, systems change requires the entire organization to foster cultural competence through shared effort.

*[CCLI] gave me a non-threatening way to talk about it...Makes it a little softer, talking about cultural competence rather than talking about diversity....When [you] think of diversity, people think numbers; when [you] talk about cultural competence [they] think more about awareness, talking about cultures.*

*[CCLI] started good conversations. Provided an opportunity for the leadership all the way down through the staff to know that it is important work and we have a lot to learn. What we thought we knew wasn't necessarily reality.*

*We're starting to have tougher conversations we weren't ready to get to. A lot of staff thought we didn't have a diversity issue, an inclusion issue. Yet some people now can say "I don't speak up at staff meetings because I'm black and I don't think people will listen." Now some of these specific conversations are happening that maybe weren't happening before.*

*[CCLI] supported having a group of people who had permission to say, "I want to talk about privilege" [or] "I want to know if the right people are around this table."*

*CCLI gave us the opportunity to focus the entire staff on agreeing upon commitments that we would live by and publish so that the community could hold us accountable.*

*In order to drive organizational change, our CCLI team has tried to expand the number of staff members who are talking and thinking about these issues.*

*[We] have a senior leadership team, task force, board committee; all have very specific roles to keep the work going. [I am] the piece that connects all those gears together and keeps things moving along, that made sure dialogue kept going, that people from different levels were involved and it was embedded in the work instead of being this standalone thing.*

*We've started to talk about these issues with our Board of Directors, which, as a group, is much less diverse than our staff is.*

*[CCLI] encouraged new leadership, different approaches to teamwork, [and] staff from across [the] organization worked to create something from scratch.*



# Impact of CCLI, cont'd.

## **Outcome 4: Institutions acted with greater intentionality and adopted clearer and more focused strategies to advance inclusion work.**

Several respondents noted that their organizations completed their CCLI experience with greater intentionality concerning diversity and inclusion. Organizations became more intentional about creating inclusive teams inside the institution and, through carefully considered programming, bringing greater intentionality to community engagement. Respondents also reported that their institution was now more explicitly articulating the organization's values and the ways in which those values related to cultural competence work. Overall, this resulted in increased focus and a clearer strategy related to diversity and cultural competence. For example, one respondent shared that their institution, which had lacked clear strategy concerning diversity and inclusion prior to CCLI, now had a clearly articulated action plan that it was working to accomplish.

CCLI also impacted museum staff's understanding of their communities. Participants shared that they now had a deeper sense of awareness and understanding of their surrounding communities. For example, participants talked about working toward being more responsive and attentive of the diversity of their community, being more aware of issues facing the surrounding communities, and making

efforts to more intentionally including community voices in their work.

## **Outcome 5: Institutions' activities to foster organizational inclusion were accelerated and enhanced.**

Respondents reported that their institutions progressed more quickly than they would have without CCLI and that the program enhanced their efforts. Rather than sparking new initiatives, CCLI seemed to function as a catalyst or accelerant that helped institutions make greater progress on work that was underway and accomplish that work more effectively.

*Right from the beginning you guys started talking about strategy, how are we going to be effective. It really got us in the mindset of "how are we going to be effective?"*

*[CCLI] got me thinking much more sharply about these issues. Always been a fan of diversity and inclusion but had to force myself to be more sharp about what I believe [about] it, why I believe. How does it play into what [this institution] does, what science centers do?*

*Beneath most decisions are a set of values. CCLI helped us to be more explicit about those values.*

*Thinking about the degree of inclusiveness of the teams/groups that I form/chair. Being more intentional about creating space and allowing voices to be heard.*

*[One team member] worked with the programming people to discuss being more conscious about who programs are for, who are we hiring, and why are we hiring them. Does this hire work for the audience? We became more intentional.*

*We are more aware of issues facing [the community] and have a deep understanding of the role we place to address community problems like poverty, access, and [access to] STEM-based knowledge. With that in mind, we are able to tap into the groups that need help the most.*

*We've secured the second of our five speakers. They are coming in May to talk to our team about children with autism and their families so we can learn to better serve that population.*

*[One main impact was understanding] the importance of having a staff that reflects our community...The importance of understanding how to serve our diverse community.*

*Most importantly, we are beginning to develop the tools staff needed to work with individuals from diverse communities.*

*[CCLI] informed, shaped, propelled the strategic plan that would have happened in a much less rich and robust way.*

*[The institution] would have done the strategic initiative eventually but CCLI enhanced something that we were going to do anyway.*

*Maybe [CCLI] was a catalyst, maybe an accelerator, maybe a big lever. At least on that one question of [the] problem of getting more people involved, it played an important part. We got much farther, much faster than without it.*

# Impact of CCLI, cont'd.

## Factors that Limited the Impact of CCLI

In examining where the impact of CCLI was more limited, several factors were observed. The first was related to the lack of CEO involvement as part of the CCLI cohort. Within participating institutions where CEO involvement was absent, progress in this work was slower than expected. For example, one participant noted that while participating in CCLI was helpful and useful, the work with their strategic initiative wasn't "proceeding as fast as we had envisioned it *would*." This institution's team further acknowledged that operationally it was a busy year, which limited their attention and focus on their CCLI work. Another example comes from an institution who faced organizational challenges with implementing their strategic initiative. The lack of CEO involvement potentially meant not having a champion or advocate for this work at the leadership level and thus, limiting the impact of CCLI organizationally.

The second factor that limited the impact of CCLI was experiencing staff turnover within the institution's participating CCLI team. In one case where there was a team of two, one staff member left the institution, leaving the other team member to lead the CCLI work. At another organization, two of the three staff members who were part of the CCLI team had also left the institution, making it challenging for one person to continue to champion the work.

One participant raised the possibility that the impact of staff turnover can differ depending on an organization's size. This individual posited that at smaller organizations, the cultural competence work, "*can get going really quickly but can stop really quickly*" and although "*inertia*" to keep the work going even after a core staff member leaves given competing priorities, this respondent also speculated that "with bigger places, the frustrations are higher but at least there's movement and some slightly higher guarantee that it will continue even if people leave" because larger organizations can involve more individuals from the start. A similar sentiment was observed through another institution's decision to have four instead of two on the CCLI team. As one member explained, "life happens, there can be change in your staff and if you only have two people and one person leaves, it puts bump in the road. '[Having four people] allowed us to keep the momentum going.'"

Another factor that seemed to limit impact was in instances where few individuals in the organizations outside those on the cohort team were involved in the CCLI strategic initiative. As discussed earlier, including staff within different departments and levels in implementing the initiative proved critical so that the work was taken across the organization.

Finally, although a more speculative finding, organizational readiness seems to be an important factor to success. One organization that began CCLI as part of the second cohort elected to end their participation citing competing priorities and the fact that the one individual who was championing CCLI efforts was leaving the organization.

# Revisiting the CCLI Model

# Revisiting the CCLI Model

Particular strengths of the CCLI model have been that it is flexible and adaptable to all organizations involved, regardless of museum size, and that it has worked in both a children's museum and a science center context. We identified seven elements that contributed to the success of the model.

Examining the outcomes data makes it clear that CCLI was more than the sum of its parts. Rather, CCLI's impact arose from the way the parts were implemented as well as the interaction among those parts. An analogy drawn from baking can provide a helpful frame of reference. When baking a cake, the baker must learn which ingredients are required then gathers those ingredients. It is the alchemy of the recipe, however, that allows the baker to transform a pile of ingredients into a cake. In a similar fashion, CCLI seems to go beyond its list of "ingredients" in achieving its effects.

This evaluation sought to reveal the underlying recipe that transformed the CCLI ingredients into a fully-baked cake. Data gathered from respondents shed light on seven elements that contributed to this transformation.

## **Element 1: Accountability and commitment to the CCLI cohort**

Many respondents shared that they felt a sense of accountability to their CCLI cohort that pushed them to make progress on their strategic initiative. Participants did not express this as an obligation or unwelcome requirement of CCLI but rather as a shared commitment with the other members of the cohort to accomplish this work together. This

sense of accountability and commitment seemed to keep respondents moving forward even when facing difficulties or setbacks or when other institutional priorities threatened to crowd out their CCLI initiative.

## **Element 2: Field-wide network**

The national scope of CCLI seemed to energize the participating institutions. Respondents understood that they had joined a group of leaders seeking to advance diversity and inclusion and that they were forging a path in the field. They found support and encouragement in one another's successes and found value in the "second hand learning" they gained from hearing others' challenges and setbacks.

It is noteworthy that many respondents reported knowing some of their CCLI colleagues before joining the initiative. They also noted that without CCLI, they were unlikely to have discussed diversity and inclusion with those colleagues or reached out to them for support around cultural competence. It seems that CCLI developed a field-wide network that highlighted the importance of inclusion work and identified those open to discussing issues and committed to action.

## **Element 3: Connections among personal, professional, and institutional work**

CCLI explicitly articulated and fostered links across the personal, professional, and institutional levels of cultural competence. At a personal level, CCLI helped participants reflect on their values and assumptions and led them to consider different perspectives in their professional and personal interactions. Engaging in CCLI, therefore, required a willingness to examine and address one's own attitudes and behaviors. Those efforts directly informed and supported respondents' activities to effect professional change.

## **Element 4: Practice-driven, situated learning**

As part of CCLI, participating museums overtly committed to putting cultural competency and inclusion "on the table." Practically, this meant that participating museums developed and implemented a specific and concrete strategic initiative with cross-departmental support from senior staff. These strategic initiatives provided learning opportunities grounded in the day-to-day work of each institution. Rather than limiting discussions to abstract, conceptual information, CCLI challenged participants to put their learning into practice, reflect on that experience, and translate that learning into action.

# Revisiting the CCLI Model, cont'd.

The nature of strategic initiatives meant that staff members across the organization participated in their implementation. The working teams at each museum, while different in size and organizational structure, typically included diverse staff from different departments (e.g., exhibits, education, HR) that had quite different levels of responsibilities and experience (e.g., coordinators, floor staff, volunteers, directors). This institution-wide implementation meant that a wide range of staff engaged in situated learning that enabled participants to learn through direct experience—which included both successes and mishaps.

## **Element 5: CEO involvement and support**

The involvement of museum CEOs seemed to be a key component of CCLI's success. It is clear that a CEO's involvement might help accomplish the institution's strategic initiative, aid in securing resources, and ensure that CCLI activities were aligned with other efforts across the institution, but in CCLI's case, CEO involvement seemed to go beyond transactional impacts toward a transformational impact on the institution. Respondents described this role as championing, showing support, and "shining a light" on cultural competence.

In order to play this role, however, CEOs require support, which CCLI provided. CCLI forged connections among CEOs that enabled peer-to-peer conversations, sharing

of lessons learned, and strategizing. This support appeared to be essential in enabling CEOs to play transformative roles in their institutions.

## **Element 6: CCLI leadership**

Many respondents emphasized that the contributions of specific individuals leading CCLI were critical to its success. These individuals not only brought deep knowledge of cultural competence but also lent expertise in organizational change and had extensive experience in informal learning and museum leadership. It appears that CCLI leaders provided critical mentoring during both the initial identification and development of participating museums' strategic initiatives and during implementation. This seemed to be possible due to the leaders' deep knowledge, experience, and range of skills.

## **Element 7: Appreciative Inquiry-based coaching**

CCLI leaders drew on the Appreciative Inquiry framework to foster a supportive, non-judgmental group climate in which participants could identify and build on strengths and successes. Facilitators took care to foster a supportive and non-judgmental group climate, and participants clearly felt comfortable sharing both their highlights and challenges during the meetings.

# Conclusions



# Conclusions

This summative evaluation found that participants in CCLI cohorts increased both individual and organizational cultural competency. This included broader definitions and conceptions of diversity and cultural competency as well as new ways to talk about diversity and inclusion.

Each individual and museum was observed to have progressed in their own journeys of cultural competence. Some participants and institutions experienced an “*awakening*” about what constitutes diversity and cultural competence in the context of their organizations. Other museums could hold “tougher conversations” than previously or now “had permission” to raise difficult issues for consideration and dialogue.

As part of this deepening cultural competence, each institution successfully developed and implemented a strategic initiative tailored to their unique needs. The Building Blocks Framework (based on 21st Century Skills) effectively aided participating museums in identifying and developing strategic initiatives to advance their cultural competency. Data indicated a good cross-section of strategic initiatives across the three 21st Century Skills areas of global awareness, communication and collaboration, and creativity and innovation.

Although all participating museums were committed to issues of diversity and access, and had worked on them before, the strategic initiatives they developed and implemented were specifically grounded in an organizational change framework. That meant that a major focus of their CCLI work

Involved significant examination of internal organizational culture and practices often lacking in more piecemeal or department-specific inclusion efforts (Garibay and Huerta-Migus, 2014).

Eight of the 11 participating museums’ strategic initiatives focused largely on addressing strategic and operational issues related to staff diversity, staff development, communications, and policies. This finding is especially significant because it indicates that participating in CCLI moved those museums toward a deeper examination of underlying organizational aspects, which in turn led to more equitable and inclusive practices. The three organizations that focused their strategic initiatives more externally—on community engagement and communications—did so because those organizations needed to learn more about their local communities to inform priority setting and planning.

Through implementing these initiatives, institutions involved a greater number and breadth of stakeholders in inclusion efforts. This was often accomplished through cross-departmental teams that extended and embedded diversity and inclusion work across the institution. Museums also reported acting with greater intentionality,

and clearer and more focused strategies, to advance this work both internally within the organization and externally with through community programming and outreach. These examples reflect CCLI’s emphasis on working at the organizational level in order to effect lasting, meaningful change.

The CCLI model proved flexible and adaptable to the needs of participants regardless of museum size. In addition, the model was effective in three distinct types of institutions: children’s museums, science centers, and a zoo. This finding is promising since it suggests that going forward, CCLI may be well positioned to support a wide range of institutions.

It is important to note that in selecting the specific organizations to participate, CCLI leadership identified institutions that demonstrated sufficient organizational readiness to engage with its work. This seemed to be a key element that successfully matched the assets and needs of the participating organization with the affordances offered by CCLI. In the future, it may be useful to clarify and articulate the aspects of organizational readiness that seem most critical to success in CCLI. If resources permit, it may also be beneficial to identify how institutions can become more

# Conclusions, cont'd.

ready to participate in the work that CCLI fosters.

The cohort approach was a central contributor to the documented positive outcomes of CCLI. Being part of a cohort helped museums (and their staff) learn from each other, created a level of accountability, and deepened participants' comfort with the complex and sometimes challenging work of deepening their and their organizations' cultural competence. In addition, the cohort model provided the basis for a field-wide network to foster cultural competence work nationally.

Centering each organization's work on a strategic initiative helped participating museums focus their CCLI work and ground their learning in the day-to-day work of the organization. This approach helped ensure that participants gain not only conceptual knowledge but also practical, situated knowledge immediately applicable to their day-to-day work. This aspect was further strengthened by the cohort approach, since each participant also had the opportunity to learn from others engaged in similar work and envision how their institution might handle the challenges faced by others.

There are clear indications that CEO involvement at the in-person meeting (and on calls) helped to ensure that strategic initiatives are successfully implemented and that the organization sees cultural

competence/inclusion efforts as priorities. It seems that CEO involvement is important for instrumental purposes and plays a transformative role in building cultural competence. Going forward it seems important that CCLI continue considering how to support CEOs around the specific challenges they face so that they may effectively guide their institutions.

Additionally, given the importance of CEO involvement, the CCLI leadership team may want to consider the implications of including larger organizations whose CEOs are not able to actively participate in the cohort. It is possible that certain structures could be put in place to support the work of these organizations, but it seems that at minimum, it would still require CEOs to actively communicate and be an ongoing champion for cultural competence and inclusion work, particularly in terms of the implementation or their institutions strategic initiative.

It is critical that CCLI leadership staff and others serve as mentors, both during the initial identification and development of participating museums' strategic initiatives and throughout implementation. It may be useful to develop more formal structures for this component of the program model. This coaching role was particularly effective because it leveraged an appreciative, nonjudgmental approach and fostered reflection.

Finally, it is recommended that evaluation data be collected in future years from past cohorts if funds allow. Cultural competence can take years to develop; therefore, longitudinal data is needed to capture how organizations change. It would greatly benefit the field to understand how cultural competence does or does not continue to unfold among participating institutions in the coming years.

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# Appendix

# Appendix

**Table 3. Participating Institutions and Their Strategic Initiatives**

Institution Name	Institution Type	Region	Annual Budget	Strategic Initiative
<b>Cohort 1: 2013-2014</b>				
Children's Discovery Museum of San Jose	Children's Museum	West	\$5M-\$14.9M	Develop and implement an inclusion statement that outlines organizational position, establishes goals for the future, and serves as guide for future strategic initiatives.
Long Island Children's Museum	Children's Museum	East	\$3M-\$4.9M	Develop a training and awareness plan that includes bringing in community groups, conducting staff focus groups and conversations, developing an ongoing training module for staff and board, and developing a vision, mission, and action plan for cultural competence.
SciPort Louisiana Science Center	Science Center	South	\$5M-\$14.9 M	Set job standards, provide staff training to meet those standards, and set expectations for employees.
<b>Cohort 2: 2014-2015</b>				
Discovery Place	Children's Museum, Science Center	South	\$5M-\$14.9M	Strive to have a workforce that reflects the changing community demographics of the Charlotte region, strengthen understanding of those demographics, identify ways to address community needs relating to STEM-based teaching and learning, and identify and implement strategies to improve accessibility to those in poverty.
Kidspace Children's Museum	Children's Museum	West	\$5M-\$14.9M	Invite speakers to discuss how museum can serve and understand the needs of individuals across six topic areas: gender, culture, age, religion, disability and sexual orientation.
ScienceWorks Hands-On Museum	Children's Museum, Science Center	West	\$500,000-\$999,999	Diversify board recruitment, implement community listening initiative, and conduct programmatic outreach.



# Appendix, cont'd.

**Table 3. Participating Institutions and Their Strategic Initiative, cont'd.**

Institution Name	Institution Type	Region	Annual Budget	Strategic Initiative
<b>Cohort 3: 2015-2016</b>				
Boston Children's Museum	Children's Museum	East	\$5M-\$14.9M	Increase efforts to hire diverse staff for fellowship program.
Chicago Children's Museum	Children's Museum	Central	\$5M-\$14.9M	Develop cross-departmental committee to oversee diversity plans, act as a sounding board, learn/understand areas of development, and consider diversity gaps as they work toward their strategy, and review existing initiatives.
Detroit Zoological Society	Zoo	Central	\$15M and over	Develop comprehensive master plan for diversity and inclusion.
Explora Science Center and Children's Museum of Albuquerque	Children's Museum, Science Center	West	\$3M-\$4.9M	Expand current community engagement efforts in order to widen the circle of staff, board, and community members who come together to listen, welcome, and co-create as a strategy for making positive change.
Madison Children's Museum	Children's Museum	Central	\$1M-\$2.9M	Develop a 20-year master plan to ensure every level of organization is inclusive, diverse and culturally competent, review and improve hiring and training protocols, enhance strategic partnerships and community engagement, and develop a diversity and inclusion statement.