garibaygroup

Cultural Competence Learning Institute (CCLI)
Topline Summative Findings

Fall 2016

Overview

Garibay Group has been conducting a developmental evaluation (Patton, 2010) of the Cultural Competence Learning Institute (CCLI) to study the implementation of the program. We are in the process of completing summative evaluation. This document presents key preliminary findings

Using a developmental evaluation approach (Patton, 2010), the focus has been on understanding how the CCLI model is applied within different organizations and how the process has worked and evaluation.

Developmental evaluation focuses strategic learning rather than just standard outcomes so that innovative projects/models still in development can respond and adapt quickly. Data collected ultimately serves a summative function, but during the course of the project also served to inform the team about the CCLI model so that they could respond quickly in making adjustments.

Methods

This study was grounded in culturally responsive approaches to evaluation (Frierson, Hood, Hughes,2010) and used a mixed-methods design (Greene & Caracelli, 2003) which combined quantitative and qualitative data.

Data collecting included surveys, interviews, observation of meetings, and document review of meeting notes and strategic initiative plans and other documents generated by participating museums in implementing projects at their organizations.

Data Analysis

Qualitative data were coded 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 skills learned?

- To what extent do participating museums deepen their organizational cultural competence? How does this manifest at the each institution?

- What evidence is there that strategic plans implemented 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 in order to be adaptable across institutions of varying size and social contexts? What aspects of the model contribute to positive success? What does not work?

Key Results

Impact of Participating in CCLI

There is strong evidence that CCLI supported and spurred participating museums toward meaningful *organizational change* around equity and inclusion.
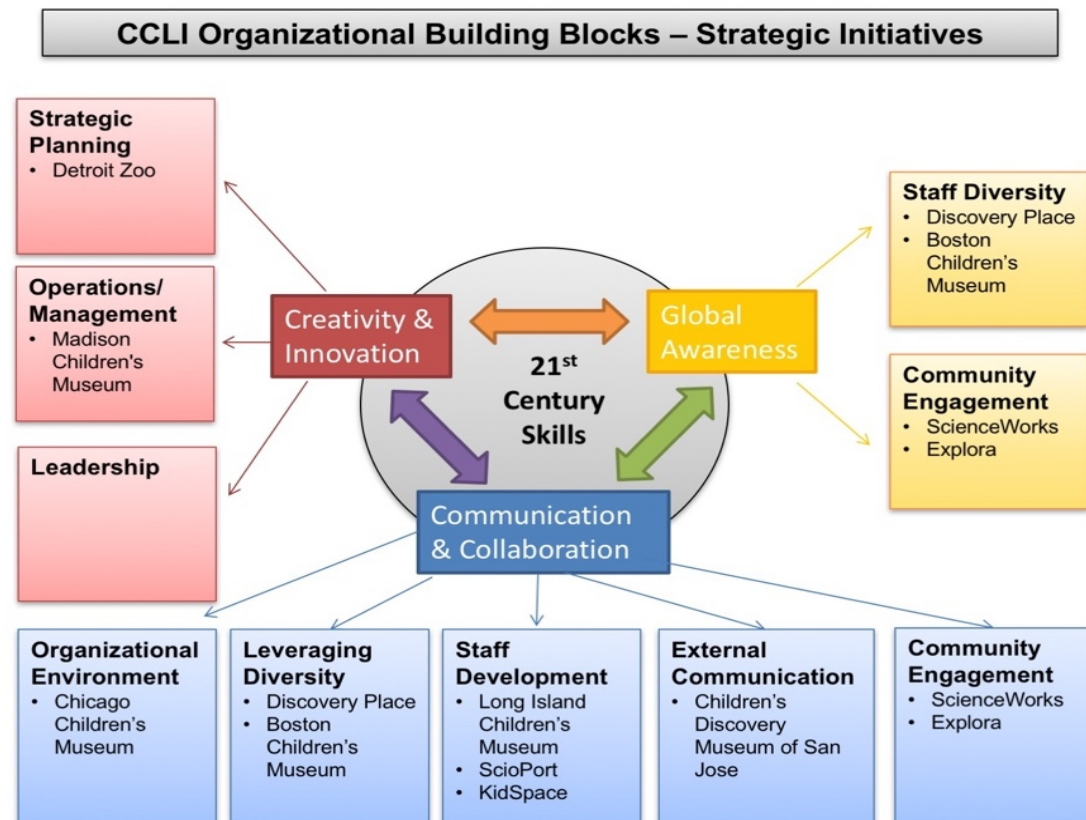
To date, three cohorts (11 museums) have completed the program and data show positive results across all cohorts. Participating organizations successfully developed and implemented strategic initiatives. The Building Blocks Framework (based on 21st Century Skills) worked especially well in helping participating museums identify and develop 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 and had worked on issues of diversity and access previously, the strategic initiatives they developed and implemented were specifically grounded in an organizational change framework. That meant that a major focus of their work in CCLI 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 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 participation in CCLI moved participating museums toward more deeply examining and addressing underlying organizational aspects that ultimately lead to more equitable and inclusive practices.

The three organizations that more externally focused their strategic initiatives on community engagement and communications did so because those organizations needed to learn more about their local communities in order to inform priority setting and planning.

CCLI Organizational Building Blocks – Strategic Initiatives

Strategic Planning
- Detroit Zoo

Operations/ Management
- Madison Children's Museum

Leadership

Creativity & Innovation

21st Century Skills

Global Awareness

Communication & Collaboration

Staff Diversity
- Discovery Place
- Boston Children's Museum

Community Engagement
- ScienceWorks
- Explora

Organizational Environment
- Chicago Children's Museum

Leveraging Diversity
- Discovery Place
- Boston Children's Museum

Staff Development
- Long Island Children's Museum
- ScioPort
- KidSpace

External Communication
- Children's Discovery Museum of San Jose

Community Engagement
- ScienceWorks
- Explora

Increased Cultural Competency

Summative evaluation found that participating in CCLI cohorts increased both individual and organizational cultural competency. In post-program surveys, 100% of respondents across cohorts reported that participating in CCLI either increased (25%) or significantly increased (75%) their own cultural competence learning. Additionally, participants across all cohorts also reported that CCLI has positively influenced their own cultural competence work.

How much did participating in CCLI deepen your own cultural competence?
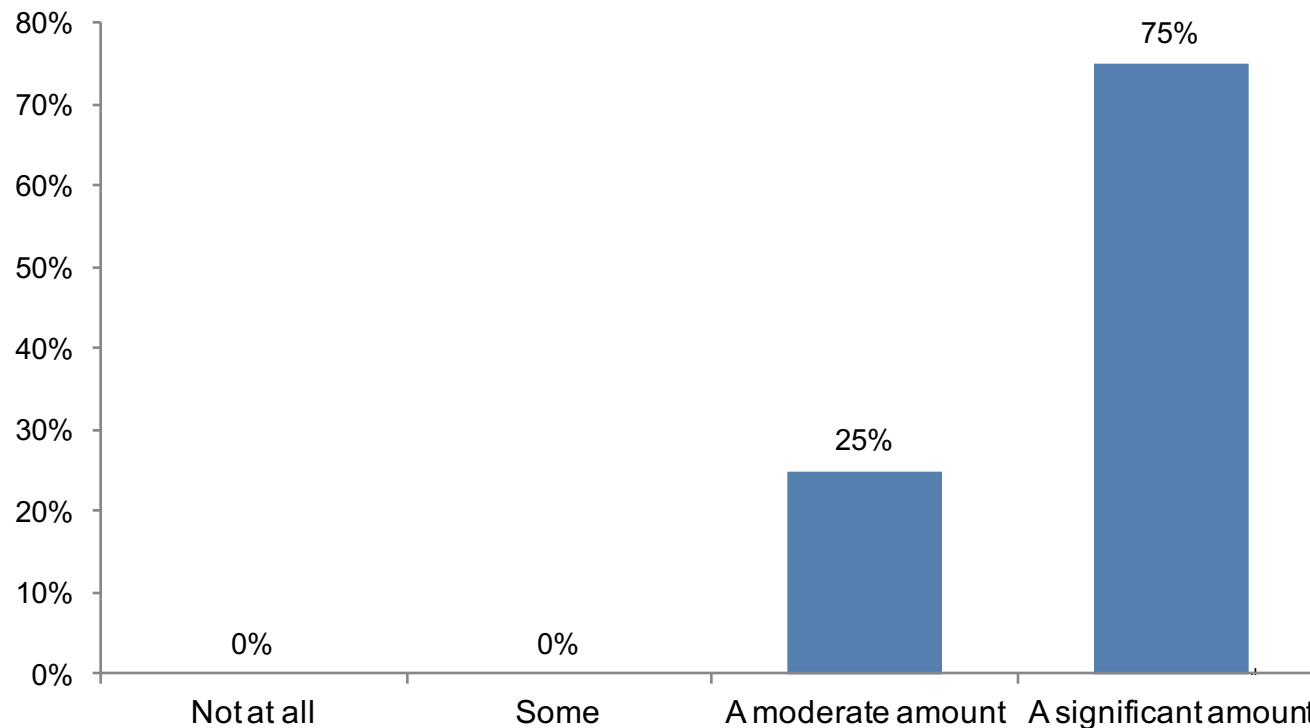
Increased Cultural Competency

Summative evaluation found that participating in CCLI cohorts increased both individual and organizational cultural competency.

CCLI supported participants' own learning, helped them reflect on their values and assumptions, and helped them consider different perspectives in interactions with others in professional as well as personal situations.

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 a dynamic and fluid and that cultural competency is an ongoing process that involves significant self-reflection. Following are some comments from participants about a heighted self-awareness that influenced their work and personal life:

My awareness of cultural differences has increased tremendously and I now have that lens when issues arise between visitors and staff. It has helped me ask questions in situations to try to get a sense of the underlying issues.

CCLI made concrete some of the feelings and notions that I carried. It provided provocations to act upon my convictions that cultural competence. It was a matter of social justice within our community and for our museum.

CCLI has illuminated for me… numerous ways in which we benefit from becoming more culturally competent. Personally, it was very enlightening for me to see where I fell on the Bennett model and I've applied my awareness of it to my work and personal life.

[It's helped me recognize] that cultural competence is an ongoing process, not a science…understanding as a team that we don't all have to have the same values in order to have collective cultural competence.

Cultural competence has a spectrum that allows you to understand where you are as an individual and an organization and formulate where you aspire to be.

CCLI also developed participants' abilities to be more self-reflective about inclusion issues at their organizations and to facilitate conversations about inclusion and cultural competency with staff (and board members) at their organizations. Although it was not always easy, participating museums engaged in conversations and trainings at their organizations where staff could dialogue about issues of inclusion, diversity, and cultural competency. Sometimes these conversations focused on learning about and understanding specific communities more deeply; at other times they focused on internal

organizational practices that either hindered or supported equitable practices. In all cases CLLI participants reported that these conversations—even when difficult—were critical in facilitating positive change.

We have seen the positive influence of CCLI with staff. We are having trainings and conversations about diversity and our audiences and our values around inclusion. Staff have been enthusiastic and we're seeing direct results from our collective learning.

From [the] start we were looking outward at our community. But we hadn't thought as much internally. And initially it felt like we alienated internal staff because of our strong focus on external. We realized that to get to that outward listening, [we] need to have some practice getting good at listening internally. So we've started to think about the whole system of how we are interacting with internal folks.

Increased Cultural Competency

We started a set of dialogues with staff] and we talked about, "what is cultural competency and why is it important?...and then we talked about the demographics [or our community]...and then the final question was, "how do we go from here? What do we do?" And it was so powerful because if opened up just a whole discussion on the various ways that the museum has to look at itself. So, for example, one was diversity in terms terms of color; we recognize we need that. But there were also cultural competency [issues] in terms of things like age—our younger audience and older audiences. And how do we deal with audiences of different abilities. And then there's transgender visitors. So we looked at cultural competency in a big way. And I think the biggest thing is that we all started to recognize that. We've had powerful discussions….One of the things that we're committed to as we have these conversations, and providing this platform [for everyone]…and I think that one of the things that, honestly, [staff] kind of respect [is] that approach because they feel that they can talk unfiltered.

Organization-wide Impact

When asked about organizational impact, 100% of participants reported that their museums' involvement in CCLI deepened their organizations' cultural competence as a whole. All participants reported that involvement in CCLI has had a significant (80%) or moderate (20%) influence on their organizations' cultural competence. All also reported that CCLI has had a significant (75%) or moderate (25%) influence on their organizations' inclusion efforts.

As part of CCLI, participating museums had to commit to putting cultural competency and inclusion "on the table" very overtly at their organizations. Practically, this meant that participating museums developed and implemented a specific and concrete strategic initiative that was supported cross-departmentally by senior staff. In all cases, the CCLI leadership team at each site involved senior staff (CEOs and/or VPs and department heads).

Additionally, the nature of strategic initiatives also meant other staff members across the organization also 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).

Furthermore, as part of CCLI, participating museums were required to involve all staff in conversations about cultural competency, organizational practices, and community inclusion. At the beginning of the project, for

example, all staff were invited to complete a survey about their experiences and perceptions of the organization's diversity, inclusion practices and policies, and cultural competence. Each participating museum held staff meetings to roll out results and discuss the findings. Of course, as described previously, conversations about cultural competency and inclusion at the majority of participating organizations were ongoing as part of the museums' CCLI work.

Overall, this evaluation identified several key ways in which participating organizations were impacted by their participation in CCLI, including that it:

- Broadened museum staff's definitions and conceptions of diversity and cultural competency.

- 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.

- Provided opportunities for participating museums to create shared vocabulary and goals within their organizations. As one respondent put it, "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."

On a broader level, 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.

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.

Organization-wide Impact

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.

Participating in CCLI provided the necessary opportunities and practical tools to organizations and staff for addressing the needs of their communities. These tools, such as the staff survey, were helpful because they created learning experiences for the whole organization by expanding and fostering points of conversation and shared meaning-making. Additionally, they helped uncover preconceived ideas and promoted a closer look at staff-visitor interactions. *CLLI has promoted dialogue that gives front-line staff tools to better serve the guests.*

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

CLLI has promoted dialogue that gives front-line staff tools to better serve the guests.

It provided us with tools for staff to look at our interactions with visitors in new ways.

Increased Cultural Competency

CCLI created opportunities and tools to reach out to our local populations and really hear what their needs are and to also look internally to create change within our institution based on real data from real people that we had no contact with prior to this work.

Developing a Learning Community

One of most valuable aspect of participating in CCLI was the opportunity to network and interact with individuals from different museums. The ability to work within 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 part of a group of professionals "*committed to building a more culturally competent world.*"

As a group, this was an eye-opening experience that led participants to think more broadly about cultural competency and their organization's work, encouraged cohort participants to continue with these efforts even when they were challenging or frustrating, and helped connect with others in the field working on similar issues.

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.

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.

In-person and monthly virtual meet-up were an important aspect of developing a learning community among CCLI cohort participants.

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.

The CCLI model, as a whole, has also successfully supported museums in developing strategic initiatives that best address pertinent inclusion issues within their organization/community; this suggests that the model is robust and adaptable.

As previously described, providing content to increase awareness and understanding of diversity issues and having tools for deepening participants' cultural competences were important. Additionally, focusing each organization's work through a strategic initiative was effective in helping participating museums focus their CCLI work and in bringing together staff to implement the plan. These efforts also served to foster dialogue about diversity and inclusion among staff across the organization.

The cohort model, which brought together different museums into a year-long learning community, was also essential to the documented positive outcomes. Being part of a cohort helped museums learn from each other, created a level of accountability, and deepened participants' own comfort with the complex and sometimes challenging work of deepening their own and their organizations' cultural competence.

One final critical aspect of the CCLI model was the coaching role that CCLI leadership took and the reflective process involved. It was interesting, for example, to note the unique structure of the monthly virtual meetings, which generally began with conversation starters (sharing New Year's traditions, birthday traditions) that aimed to engage all participants. Following that, participants were given time to provide institutional updates. This seemed to be a major part of how these meetings helped participants stay accountable each month. Additionally, each virtual meeting also provided a structure for dialogue. For example, for one cohort, the second meeting was structured around communication challenges faced that might be related to cultural differences. In that conversation, participants were asked to reflect on their assumptions specific to communication:

Looking at assumptions is an important piece. Before checking assumptions, we need to examine them. Each of the insights you all offered first required recognizing differences and taking a look at the assumptions your placing on the communication you're having. Think about why you have those assumptions. Where are they coming from? How can we come to a meeting place?

It is important to note that participants were asked to reflect on assumptions *specific* to communication and not on assumptions in general. This structure appeared to helped focus conversations. It was further apparent that during the meetings, participants felt comfortable sharing their experiences—both highlights and challenges. Facilitators took careful care in fostering a supportive and non-judgmental group climate and assumed coaching roles. For example, one facilitator did a great job of continuously acknowledging experiences shared and providing verbal support:

What you said about staff response to the survey I'm not sure if other have already shared, but it's a really good point you made that we can help staff to understand that this isn't good news or bad news. It doesn't need to be a judgment on how organizations are doing, although it's easy to take it that way. Instead, it's great to be able to view it as a baseline and a way to begin the dialogue. I'm encouraging everyone to see this as an organization on a spectrum and the goal is to move along the spectrum, not get an A or an F. It doesn't work that way. It's always a process and we're looking at the movement.

The CCLI Model

Reflection was another key aspect of the monthly meeting calls. For instance, the facilitator generally closed the meetings by prompting participants with topics to "think about" in between meetings:

Our time is almost up, so I'll just give you a few things to think about for the future. If you could take a look at the building blocks framework again that we sent out, we will talk more about that in our next phone call and have you really reflect on where you see your project situated within that. I heard echoes of many of the building blocks in those updates. You might also think about your elevator speech for your project. How do you say in two sentences what this project is and what you are doing?

We want to encourage you to think about staff diversity and how you set up teams, etc. Think about how you are communicating with an individual. How transparent is your communication? How will you notify all staff who participated in the survey back in November about the project, what you're doing in response to the survey results, and what information you gathered?

There are clear indications that having CEO involvement at the in-person meeting and on calls has been important in ensuring strategic initiatives are successfully implemented and that the cultural competence/inclusion efforts are seen as priorities within a participating organization. The extent to which "hands-on" involvement in CCLI work versus more sporadic involvement may affect institutional outcomes is an area ripe for further study as we conclude the last cohort of the program.

The importance of CCLI leadership staff and others that can serve as mentors both during the initial identification and development of participating museums' strategic initiatives and throughout implementation is critical to the process. It may be useful to develop more formal structures for this component of the program model.

Sustainability

Evaluation data, to date, indicate that CCLI is having long-term impact on participating museums.

Although the summative evaluation is not complete, there are indications that CCLI has had long-term impact on participating organizations and that the majority of museums have continued to both build on their strategic initiatives and use their learning and tools toward inclusion efforts.

At one museum, for example, staff has continued its work with the autism community and has written and received a number of grants to expand their efforts and develop programming and partnerships with community members. Another has continued their listening sessions with community members. Several organizations have sustained their cross-departmental cultural competence committees, developing them into robust working groups. Several organizations also reported that issues relating to cultural competency are a more regular part of all staff meetings.

Sample Case Study

Institutional Details
Region of Country: Northeast
City Size: 7.5 million
Institution Size: 40,000 sq. feet
Institution Age: 20 years
Role of Author in Institution: Director of Education
Building Blocks Focus: Primary: Creativity and Innovation/ Secondary: Communication and Collaboration, Global Awareness

Our museum has a family theater that offers programming on a year round basis, but we were challenged in making this space fully available to children and families of all abilities. Through our theater advisory committee we became aware of the development of reserved performances for children on the autism spectrum happening in performance venues nationally. Discussions started among staff and it became clear that more training was needed about working with the special needs community if we were to become active contributors in serving this audience and in developing appropriate theater performances.

After several meetings with representatives from the ACLD (Adults and Children with Learning and Developmental) and our staff, an autism-friendly performance was developed that allowed us to expand our live theater experience and outreach to families with children on the spectrum. The "after hours" performance was adapted to create a supportive environment that addressed the needs of those on the autism spectrum and with other sensory sensitivities. Leveraging staff time and budget to make this performance happen was a challenge, but we felt very strongly that it was important to offer families access to the joys of live theater in a comfortable and judgment-free setting.

Staff developed a downloadable "social script" to familiarize audience members with the performance and with the theater experience at the museum. This intervention tool was used to share social information with individuals on the autism spectrum and prepare them for situations and environments they would encounter. Production sound and light levels were modulated during the performance, and a "quiet room" for breaks was made available to audience members adjacent to the theater for use as needed. Tactile finger puppets and specially trained staff were on hand to make audience members feel welcome, safe and comfortable.

Presenting families with a sensory-friendly theater performance was a natural expansion of our programming to serve children on the autism spectrum and allow them to fully experience all that the Museum offers. In offering this first-ever autism-friendly performance at our theater, we joined a select group of theaters and organizations across the nation that are providing barrier-free theater for families with children on the autism spectrum.

The performance was very successful and a post-performance evaluation helped us refine our future programming efforts in terms of performance times while highlighting audience appreciation for affordable theater experiences in the community to serve their family. We received many requests to incorporate play time at the museum into the autism-friendly theater experience, since many children had such a strong familiarity with the building and its usual role as a play space.

We have had continued professional development for all museum staff to identify ways to make our museum as a whole a place for children of all abilities to play and explore. Following the presentation and panel discussion, staff voiced their appreciation to directors for offering continued support in their training and shared that their comfort level in working with special needs audiences had increased. We are submitting an NEA (National Endowment of the Arts) grant to assist in offering additional autism-friendly performances in the future. This project has been the catalyst for growth on many levels and has helped establish wonderful connections for ongoing collaborations in our community.

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