Project Name: Diversity Apprenticeship Program (v1 05/11/2018)
Purpose Statement:

Situation & Priorities	Inputs	Outputs		Outcomes → Impact		
				What We Expect To Change		
	EXPOSE YOUR MUSEUM	Activities	Participation	*Thoughts Awareness Skills Attitudes Motivations Aspirations Knowledge*	*Actions Behaviors Policies Practice Decision-Making*	*Big Condition Shifts Social Political Status Economic Environmental*
	Our Resources	**What We Do**	**Who We Reach**	**Short Term** **mind-shifts**	**Medium Term** **behavior changes**	**Long Term** **systemic change**
	-The Broad staff -Advisors -Partner / host organizations -Apprentices -IMLS grant / $ -Facilities / space -Time -Materials -Tools -Equipment -Knowledge -Commitment -Vision -Passion	-Outreach to other museums -Build excitement -Build partnerships -Convene advisors -Preparation from institutions -Work on timelines -Project management -Meetings -Recruit apprentices -Interview apprentices -Hire apprentices -Write trainings -Develop curriculum -Train / share knowledge with apprentices -Train partners / host organizations -Place apprentices / finding fit -Onboard / orient apprentices -Mentor apprentices -Evaluate progress and outcomes -Report back to funder -Share findings (within team and with wider field) -Consider sustainability / expansion	-The Broad staff and leadership -Advisors -Partner organizations / host organizations -Mentors -LA Community -Apprentices -IMLS -Wider field (museums, etc.)	**Apprentices Feel Valued and Supported** Apprentices feel valued (3) Apprentices feel comfortable and included (2) **Apprentices' Confidence Grows** Apprentices have confidence to apply for jobs (3) Confidence in new skills (1) **Apprentices Gain Art Handling Knowledge and Skills** **Partner Organizations & Mentors Increase Knowledge, Skills, and Awareness re: Bias, Diversity, and Inclusion** Awareness of bias (3) More inclusive thinking about recruiting and hiring host organizations (1) **Partners, Mentors, & Apprentices Trust and Respect One Another and are Open to Teamwork** Trust in others (2) Openness to teamwork (1) **Partners, Mentors, & Apprentices Inspired & Passionate** **DAP Known / Recognized in Los Angeles Community**	**Apprentices Employed as Art Handlers** New career opportunities for apprentices (4) Employed apprentices (2) **Partners, Mentors, & Apprentices Work Together as a Team** Teamwork (3) **Apprentices Inspire & Motivate Others** Apprentices will share their stories with larger audiences (1) **Advisors & Partners Organizations Change Decision-Making and Practices to Become More Inclusive and Equitable** Inclusive policies and actions at host organizations (1) **Apprentices Engage in Proper Art Handling** **Increased Visibility of Art Handling and Preparation** **DAP Promoted and Recognized**	**Museums and Art World as Inclusive, Equitable Spaces** Museum staffs represent the communities they serve (5) Fair for all workers pay in museums (4) **Shared Humanity Through Ending Oppression** Shared sense of humanity (1)
	Assumptions—in place now and we'll continue to rely on			**External Factors**—out of our control, but could influence the above		

Full set of outcomes as captured on sticky notes during logic model workshop (April 24, 2018):

Numbers in parentheses are number of "votes," indicating area of interest for evaluation

Outcomes → Impact		
What We Expect To Change		
Thoughts Awareness Skills Attitudes Motivations Aspirations Knowledge	*Actions Behaviors Policies Practice Decision-Making*	*Big Condition Shifts Social Political Status Economic Environmental*
Short Term **mind-shifts**	**Medium Term** **behavior changes**	**Long Term** **systemic change**
Apprentices Feel Valued and Supported Apprentices feel valued (3) Apprentices feel comfortable and included (2) Apprentices feel supported Empower voices **Apprentices' Confidence Grows** Apprentices have confidence to apply for jobs (3) Confidence in new skills (1) Apprentices feel confident in their art handling skills Confidence Feeling more confident in selling skills to eider audience of employers Apprentices' confidence **Apprentices Gain Art Handling Knowledge and Skills** Apprentices feel more knowledgeable about art handling Learn key concepts in art handling Appreciation for visual culture Respect for field/art objects Learn about sustainable approaches Marketable skills Art/object handling skills Exhibition prep and collection storage skills Learn anticipation **Partners Organizations & Mentors Increase Knowledge, Skills, and Awareness re: Bias, Diversity, and Inclusion** Awareness of bias (3) More inclusive thinking about recruiting and hiring host organizations (1) Partner organizations see value of diverse teams	**Apprentices Employed as Art Handlers** New career opportunities for apprentices (4) Employed apprentices (2) Working opportunities Increased viable workforce Partners will hire apprentices Graduates of program have careers as art handlers Apprentices will apply for museum art handler jobs and be hired Apprentices apply for jobs at museums Open up adjacent career opportunities **Partners, Mentors, & Apprentices Work Together as a Team** Teamwork (3) Better communication Communication Proper approach to situations Use fundamentals to solve problems creatively Hearing/listening to others Use others' ideas with their own Mentors impart wisdom to apprentices **Apprentices Inspire & Motivate Others** Apprentices will share their stories with larger audiences (1) Empowered apprentices Newly learned attitudes grow into other aspects of life Apprentices in leadership roles Apprentices will help mentor next group Other folks of color will be inspired by apprentices to pursue careers in this field Friends/family becoming more interested in museums	**Museums and Art World as Inclusive, Equitable Spaces** Museum staffs represent the communities they serve (5) Fair for all workers pay in museums (4) All museum employees are paid a living wage Shift in internal (personal) and communal (institutional) bias Increased inclusion on staff = increased inclusion in museum exhibits and programs (= accessibility = mission) Institutions stop hiring the same type of person The museum field openly comes to terms with its history Preps move through the system to become Directors, etc. Community understands there is work/opportunity for all within museums/institutions More shows which highlight the work of women artists People of color in leadership positions at museums around the country Museums become engines for societal change More shows which highlight the work of people of color More collectors who are people of color More funding for institutions with greater outreach Preserve collections for the future Creative spirits rewarded **Shared Humanity Through Ending Oppression** Shared sense of humanity (1) End racism Real diversity and inclusion Ideas of tolerance and inclusiveness change for the better Create a just and equitable society Fairness = happy More harmony + less friction = happy Equality of possibilities Create diversity for the future generations

Short Term, Continued **mind-shifts**	Medium Term, Continues **behavior changes**	Long Term, Continued **systemic change**
Mentors feel motivated to create inclusive spaces Advisors learn how to create equity at work Partner institutions are more knowledgeable of equitable hiring practices Partners feel comfortable working with and welcoming diverse communities Inclusion **Partners, Mentors, & Apprentices Trust and Respect One Another and are Open to Teamwork** Trust in others (2) Openness to teamwork (1) Openness Respecting culture of ideas Respect for others Respect Mentors feel valued and respected Recognize the importance of working as a team Attitudes improve skills Thoughtfulness and awareness of new situations/people Seeing art/history museums as more accessible **Partners, Mentors, & Apprentices Inspired & Passionate** Inspiration Passion **DAP Known/Recognized in Los Angeles Community** LA community is aware of DAP	**Advisors & Partners Organizations Change Decision-Making and Practices to Become More Inclusive and Equitable** Inclusive policies and actions at host organizations (1) Advisors start inclusion programs at own organizations Partners extend DAP and expand Increased wages All partner organizations have equitable workplace training All partner organizations have diversity/inclusion statements/missions Advisors implement changes in hiring at their organizations Partner organizations implement equitable hiring practices Change hiring requirements (i.e., preferred schooling) Partners will implement equitable hiring practices (or components) Institutions hiring based on objective factors Stop always hiring from without or on a “who you know” basis Consider practical skills over education/related experience **Apprentices Engage in Proper Art Handling** Proper handling of artwork Apprentices are now experienced art handlers **Increased Visibility of Art Handling and Preparation** Elevating the visibility of preparators in the museum (to other staff) **DAP Promoted and Recognized** All participants promote DAP to colleagues DAP becomes a model for other industries, etc. DAP making news (success)	Equitable representation a reality Class/race neutral possibilities Open doors People listen All voices are respected and heard More diverse environments in workplace Diverse and equitable workforces End sexism Pay equity End poverty Marginalized community empowered

Notes from Kate:

- A version of the survey below was sent via email 3-4 times during the apprenticeship and was completed online.
- The survey software used was Typeform.
- If I remember correctly, the first survey was typically completed by apprentices in person while they were together during the first week of meet-ups/training. The subsequent surveys were completed on their own time (e.g., at their placements, at home, etc.).
- The survey below was survey #1 in Y2 (Summer 2019) and serves as an example.
- Surveys #2 and #3 were slightly different, as some items no longer applied farther into the apprenticeship and/or some additional questions were added to reflect the arc of the program. Most questions remained the same for comparative purposes.
- Following each survey round, the external evaluator would meet with DAP staff to go over preliminary findings and discuss implications throughout the program year. Formal analysis and reporting happened at the end of each program year (in a final report, alongside other data, like interviews).

Welcome to your first Apprentice Check-In!
Let's get to know each other.
This check-in should take about 15-20 minutes to complete.

First, please provide your first name, last name, and email address below:
It's important to us that you know *only Kate*, our external evaluator, will see this information. When Kate shares data with the DAP team it will be anonymized (with your personal information removed). Knowing who you are will help Kate compare your answers *now* to answers you provide *later* in the program.

First name:

Last name:

Email address:

The Diversity Apprenticeship Program application and selection process was rigorous--but you made it! Please share 2 or 3 things you like about the DAP process so far, and also 2 or 3 things that could be improved.
Your honest answers will help us learn and grow!

We recognize this program means a lot of "new"--new people, new places, new information, new skills. We'd be grateful if you would share anything you're nervous, anxious, or concerned about at this point in the process.

We would also love to know what you are most excited about or looking forward to at this point in the process.

We're curious about your experiences with, impressions of, or commitment to equity and diversity in the art world and/or museum field. Please share some thoughts on this below--especially related to how you're feeling about this program.

We recognize it's very early in the apprenticeship process, but we'd like to know how valued you feel by those running the program (i.e., The Broad team).
Please rate your how valued you feel right now on a scale of 1-5, where 1 is low.

How confident do you feel right now as an apprentice?
Please rate your how confident you feel right now on a scale of 1-5, where 1 is low.

How supported do you feel right now as an apprentice?
Please rate your how supported you feel right now on a scale of 1-5, where 1 is low.

We want you to feel supported throughout your DAP experience. What types of support might be helpful to you as an apprentice?
(Examples: transportation, child care, language translation, etc.)

How would you rate the pay as an apprentice in the following areas?
Please rate the pay on a scale of 1-5, where 1 is very low, 5 is very high, and 3 is just right/fair.
Pay in relation to the requirements of the apprenticeship position
Pay in relation to the experience you bring to the apprenticeship position

Please rate yourself on the following skills
Remember- it's okay to not be comfortable with all of these skills yet! This will help us gauge where to prioritize training.
Please rate your how comfortable you feel right now on a scale of 1-5, where 1 is not at all comfortable.
Handling 2D (two-dimensional) objects
Handling 3D (three-dimensional) objects
Handling delicate or fragile objects
Lifting heavy objects
Understanding environmental factors which can cause damage to objects or works
Using carts to transport works (e.g., object carts, painting carts, A-frames, flat bed carts)
Stacking framed works

Proper packing methods
The differences between packing materials, and when each is appropriate to use (i.e., Sorbathane, Volara, Tyvek, Glassine, Coroplast, Foamcore, etc.)
Using a lift
Using a Johnson Bar (J-Bar)/Using an extension on a J-Bar
Using a four-wheel dolly
Using a pallet jack
Cavity packing objects
Safely transporting objects
Identifying proper installation/hanging hardware
Understanding the differences between installation/hanging hardware
Placement of art on a wall
Reading and using a tape measure
Knowledge about museum career paths
Crate handling, packing, and unpacking
Using tools (e.g., hammer, level, drill, screwdrivers, etc.)

What's your ultimate goal or dream as a result of being an apprentice?
If you could project your life out about 1-2 years from now, how might this program have changed things for you?

What are you hoping for in your mentor?
What qualities or characteristics would a great mentor have?

Is there **anything else** you want us to know?

Thanks for your responses!
Please select which type of $15 gift card you would like to receive below.
You should receive your gift card by email (to the email address you provided at the beginning of this check-in) within 1 week.

Notes from Kate:

- A version of the survey below was sent via email 2 times during DAP Y1 (within ~1 month of placements starting in Y1 and again toward the end of the program in Y1) and one time during DAP Y2 (toward the end). It was completed online.
- The survey software used was Typeform.
- The survey below was the one survey sent in Y2 (spring 2020) and serves as an example.
- When two surveys in Y1 (i.e., near-beginning and near-end) were sent, questions remained largely the same for comparative purposes.
- Following each survey round, the external evaluator would meet with DAP staff to go over preliminary findings and discuss implications throughout the program year. Formal analysis and reporting happened at the end of each program year (in a final report, alongside other data, like interviews).

Welcome to the DAP check-in for Partners, Advisors, and Mentors!
We appreciate your thoughts and input.
This check-in should take about 10 minutes to complete.

First, please provide your first name, last name, and email address below:
Only Kate Livingston, our external evaluator, will see this information. When Kate shares data with the DAP team it will be anonymized (with your personal information removed). Knowing who you are will help Kate compare your answers *now* to answers you provide *later* in the program.

First name:

Last name:

Email address:

Please indicate if you are partner, advisor, supervisor, or mentor:
[Respondents able to choose as many as apply]
Partner
Advisor
Mentor

We're curious about your experiences with, impressions of, or commitment to equity and diversity in the art world and/or museum field. Please share some thoughts on this below- especially related to how you're feeling about this program.

Please let us know how things went for you in your role(s) within the DAP. What worked well? What could use improvement or adjusting?

Please let us know to what extent you feel valued by those running the DAP program (e.g., The Broad staff)?
Please rate your how valued you feel on a scale of 1-5, where 1 is low.

Similarly, please let us know to what extent you feel respected by those running the DAP program (e.g., The Broad staff)?
Please rate your how respected you feel on a scale of 1-5, where 1 is low.

Also please let us know to what extent you feel supported by those running the DAP program (e.g., The Broad staff)?
Please rate your how supported you feel right now on a scale of 1-5, where 1 is low.

Please provide ideas or information to help the DAP program team know how to better value, respect, and support you.

When hosting apprentices, in what ways did you foster an *inclusive environment*?

If you have received apprentice feedback (via George) about their experience at your organization, what was your reaction to that feedback? Have you made any changes as a result?

We would love your ideas about how The Broad and/or our partners can increase awareness and visibility of DAP across LA community.
Please share your ideas.

As we plan to refine and improve the DAP for the future, what are you most excited about or looking forward to?

Is there anything else you want us to know?

Thanks for your input and perspectives.
We're grateful!
Stay tuned.
We'll share a summary of our findings with you.

INTRODUCTION

Thank you so much for being willing to talk with me today about the Diversity Apprenticeship Program--or DAP. It's great to get a chance to talk with you, after getting to know you a bit through the online surveys I sent throughout the program.

I know you already received a bit of information by email about this interview, but since this is the first time we've spoken I want to go over a few things with you before we jump in.

First, I wanted to remind you that this will probably take about an hour. To make sure we're staying on track and on time, I may jump in and move us along to the next question. Apologies in advance if I cut you off. It's only so that we can be sure to get you off the phone within an hour.

Next, I want to make sure that you are OK with me audio recording our conversation. By recording our conversation, it allows me to really focus on what you were saying instead of trying to take notes and insures that I accurately capture what you say. Is that ok with you?

[If yes, start recorder and let participant know; remind re: being candid]

[If no, ensure participant they will not be recorded; take notes; remind re: being candid]

Thanks! Now we can get started.

IF THEY <u>HAVE NOT</u> COMPLETED/SENT IN JOURNEY MAP:

Were you able to complete the journey map activity that was included in the emails?

[If yes, let them know you didn't receive it and ask to re-send by email now, if possible]

[If no, ask participant if they're open to hanging up, spending 10 minutes on it, and then completing the rest of the interview; if they would rather not do the journey map at all, skip those questions and proceed with the rest of the interview]

IF THEY HAVE COMPLETED/SENT IN JOURNEY MAP:

Thank you for completing your journey map.

How was the activity for you?

[As needed: Did anything unexpected or surprising come up while you worked on it?]

Would you please walk me through what you wrote/drew?

[Ask questions if there are elements not mentioned or that you cannot read/understand.]

Looking at your journey map, is there any event, person, or experience that feels really important to highlight or talk more about?

What if you were to continue your timeline or map into the future?

[As needed: What are some experiences you expect or would like to have with DAP or the DAP team in the future?]

Would it be OK with you if we use this image in our evaluation reports or presentations? We're not 100% sure yet if we're going to include them, but wanted to check in to see if it would be okay with you. It's ok to say no!

AFTER JOURNEY MAP

I have a few more questions I'd like to ask you about DAP.

What were some of the most important things you learned as a result of participating in DAP?

[As needed: What did you learn about *museums and arts organizations*?]

[As needed: What did you learn about *yourself*?]

The DAP hopes to prepare apprentices for careers in art handling/preparation. How did the program *prepare* you--and what might be added or changed to better prepare apprentices?

[As needed: Did you get the *skills* you need? Any missing?]

How did trust or respect show up throughout the program--or not? (At rotations, with staff, etc.)

[As needed: Trust and respect were elements the DAP team originally felt would be important to the program's success.]

I'd love to hear about your goals throughout the program.

Did you accomplish your goals?

What are your goals now?

What challenges or worries are you facing now?

Is there any ongoing support or support systems you need moving forward?

How would you like to stay connected to DAP (to the program, your fellow apprentices, the next cohort of apprentices, George and the team at The Broad, etc.)?

CLOSING

That's it!

Do you have any questions for me--or anything else you'd like to share?

[Answer as needed, or indicate you will pass their question along to someone who can]

We'd love to check in again in about 6 months. Is that ok with you? (Online survey.)

I will send you a $30 gift card by email within the next week or so. As usual, you can choose Amazon, Starbucks, iTunes, or Subway.

[Note gift card preference.]

AFTER EACH INTERVIEW

Save each recording, labeled with the interviewee's initials and date of the interview

Keep a backup copy on your computer and also upload to DAP folder

INTRODUCTION

Thank you so much for being willing to talk with me today about the DAP.

Since this is the first time we've spoken I want to go over a few things with you before we jump in.

First, I wanted to remind you that this will probably take about an hour. To make sure we're staying on track and on time, I may jump in and move us along to the next question. Apologies in advance if I move us along. I want to respect your time and get you off the phone within an hour.

Next, I want to make sure that you are OK with me audio recording our conversation. By recording our conversation, it allows me to really focus on what you were saying instead of trying to take notes and insures that I accurately capture what you say. Is that ok with you?

[If yes, start recorder and let participant know]

[If no, ensure participant they will not be recorded and take notes]

Thanks! Now we can get started.

IF THEY <u>HAVE NOT</u> COMPLETED/SENT IN JOURNEY MAP:

Were you able to complete the journey map activity that was included in the emails?

[If yes, let them know you didn't receive it and ask to re-send by email now, if possible]

[If no, ask participant if they're open to hanging up, spending 10 minutes on it, and then completing the rest of the interview; if they would rather not do the journey map at all, skip those questions and proceed with the rest of the interview]

IF THEY HAVE COMPLETED/SENT IN JOURNEY MAP:

Thank you for completing your journey map.

How was the activity for you overall?

[As needed: Did anything unexpected or surprising come up while you worked on it?]

We're going to spend at least half of our time together today just walking through your journey map, so about 30-40 mins. You don't have to take me through everything, but definitely let me know about the parts that feel most relevant and important to you. There's no wrong way to do it and you can start wherever makes sense. A lot of people start with how they first heard about or got involved with the DAP. Does that make sense?

OK, go ahead and walk me through what you wrote/drew...

[Ask questions if there are elements not mentioned or that you cannot read/understand.]

KEEP AN EYE ON TIME! MAKE SURE YOU WRAP UP JOURNEY MAP WITH ~15-20 MINS LEFT.

[Once they're done...]
Looking at your journey map, is there any event, person, or experience that feels really important to highlight or talk more about?

What if you were to continue your timeline or map into the future? What's next for you?

[As needed: What are some experiences you expect or would like to have with DAP in the future?]

AFTER JOURNEY MAP

I have a few more questions I'd like to ask you about the DAP.

How would you describe the effect or impact apprentices have had on your and your organization?

[As needed: What has changed since DAP started--for you and your organization?]

How was having an “apprentice” different for you and your organization, for example when compared to having an *intern* or a *new staff member*?

What role do you feel trust or respect had in the program?

[As needed: Trust and respect were elements the DAP team originally felt would be important to the program’s success.]

In evaluating this program throughout its first two years, we recognize that every person and every organization is in a different place regarding their work around diversity, bias, equity, and inclusion.

Can you tell me a bit, first, about where *you* are in that work?

Can you tell me a bit about where *your organization* is?

What changes or improvements would you recommend as the DAP moves forward?

CLOSING

That’s it!

Do you have any questions for me--or anything else you want to be sure is captured?

[Answer as needed, or indicate you will pass their question along to someone who can]

[Next steps: ~8 partner/mentor interviews, ~8 apprentice interviews, analysis, reporting, presentations of key findings; happy to include you]

AFTER EACH INTERVIEW

Save each recording, labeled with the interviewee's initials and date of the interview

Keep a backup copy on your computer and also upload to DAP folder

2020 DIVERSITY APPRENTICESHIP PROGRAM (DAP) JOURNEY MAP ACTIVITY

Please complete before our phone/video call interview!

Get a blank piece of paper and some pencils, pens, and/or markers. (Some people like to use lots of colors, if you feel like getting creative! Totally optional.)

Think about the very first memory you can recall about the Diversity Apprenticeship Program (DAP). When did you first learn about DAP? How did you get involved?

Starting with that first memory, please draw either 1) a timeline of your experiences with DAP, or 2) draw a map of your journey with DAP—from that first memory until now.

As you create your timeline or journey map, please write or draw important events that happened, people you met or interacted with that made an impact, and experiences you had that made a difference in what you think or how you feel. These can be positive things that made DAP work well for you, but please also include any negatives that made DAP challenging, slowed you down, or created obstacles along the way. We will learn from the challenges as well as from the successes! Try to list as many key moments, people, places, and events that you can recall—good, bad, and in-between.

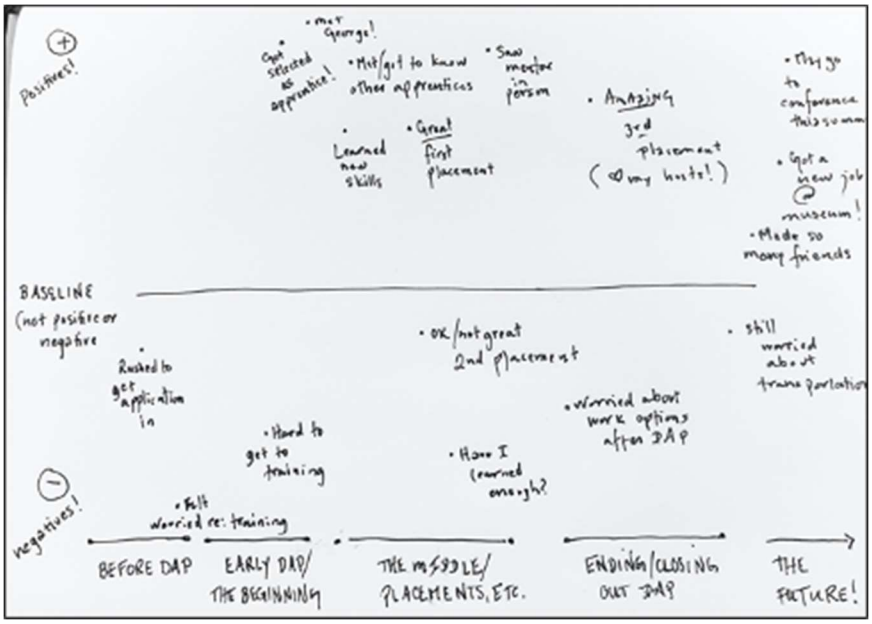
The timeline/journey map does not need to look pretty or be a work of art! It is just a way for you to capture your memories on paper. As long as you can read it and understand it, then it's perfect! Also, don't worry about specific dates or getting the order just right. This is a tool for us to have a conversation about—not an accurate portrayal of history.

To give you a better idea about what I mean, I have included couple of sample journey maps and a sample timeline below. I hope these will demystify the process and give you a sense of what we're after.

Usually these take people about 10-20 minutes. Don't feel rushed. When you're done, please scan it or take a picture of it and email it to me before our call. Please also make sure you have it with you when we talk.

Many thanks,
Kate Livingston
ExposeYourMuseum LLC
External Evaluator for the Diversity Apprenticeship Program

Example 1:



Example 2:

Diversity Apprenticeship Program Year One Report

The Broad
29 July 2019 *(Version 1: Draft for Review)*
Prepared by Beth Kaminsky and Kate Livingston

Overview and Methods

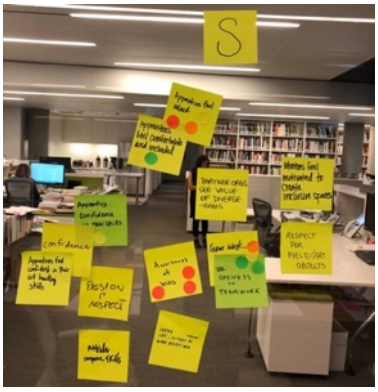
As part of the Diversity Apprentice Program (DAP), supported by the Institute of Museum and Library Services, ExposeYourMuseum LLC conducted ongoing evaluation and progress reporting throughout the project's initial year (Summer 2018–Spring 2019). This report synthesizes Year One data and findings; results will inform Year Two of the program and provide practical information applicable to similar programs at other institutions.

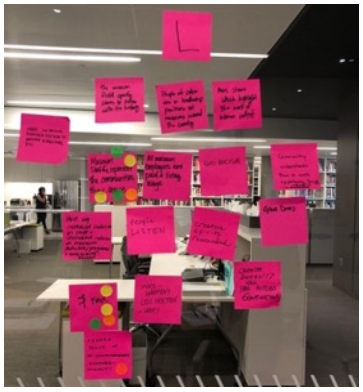
As stated on The Broad's website, "As part of the museum's commitment to diversity, inclusion, and equity, The Broad created the Diversity Apprenticeship Program to provide opportunities for people to gain the training and experience they need to pursue rewarding careers in the art world, and to increase respect for the field of art handling as a profession.

"The DAP offers a nine-month, paid, full-time apprenticeship in preparation/art handling. We are especially committed to offering this opportunity to individuals from communities underrepresented on museum staffs and who are interested in building careers in art and cultural institutions."

The DAP Logic Model—created during a workshop with DAP leadership and advisors on April 24, 2018 (facilitated by Kate Livingston of ExposeYourMuseum; attached as Appendix A)—defines desired short-, medium-, and long-term outcomes for the project. Short-term outcomes center around thoughts, awareness, skills, attitudes, motivations, aspirations, and knowledge:

- Apprentices feel valued and supported, comfortable and included
- Apprentices' confidence—in their own skills and to apply for jobs—grows
- Apprentices gain art handling knowledge and skills
- Partner organizations and mentors increase their own knowledge, skills, and awareness in the realms of bias, diversity, and inclusion
- Partners, mentors, and apprentices trust and respect one another and are open to teamwork
- The DAP inspires passion among partners, mentors, and apprentices
- DAP becomes known and recognized in the Los Angeles Community





Images from logic model workshop held on April 24, 2018
[photos by Kate Livingston]

Medium-term outcomes focus on actions, policies, decision-making, behaviors, and practice:

- Apprentices find new career opportunities open to them; they become employed as art handlers
- Partners, mentors, and apprentices work together as a team

- Apprentices inspire and motivate others; they share their stories with larger audiences
- Advisors and partner organizations change practices, policies, and decision-making processes to become more inclusive and equitable
- Apprentices engage in proper art handling
- The visibility of art handling and preparation Increases
- The DAP is promoted and recognized

Long-term outcomes include big condition shifts in social, political, status, economic, and environmental realms:

- Museums and the art world generally become inclusive, equitable spaces; museum staffs represent the communities they serve and compensate all workers with fair pay
- A shared sense of humanity emerges through ending oppression

Evaluation results from Year One, as detailed in this report, indicate short- and medium-term outcomes are being met or advanced by the program; these outcomes are prerequisites for the systemic change the program hopes to contribute to. Findings also suggest opportunities for improvement in Year Two.

The evaluation utilized **four primary methods**:

- **Apprentice Surveys**
  All eight apprentices completed quarterly online surveys throughout the program
- **Advisor, Partner, and Mentor Surveys**
  19 online surveys were completed by advisors, partners, and/or mentors near the beginning of the program; 14 online surveys were completed five-to-six months later
- **Apprentice Interviews**
  All eight apprentices participated in phone interviews after the program's completion
- **Advisor, Partner, and Mentor Interviews**
  Eight advisors, partners, and mentors participated in phone interviews after the program's completion

The following report is divided into four main sections corresponding to the methods above. Each section includes qualitative findings and, where applicable, quantitative analyses of survey data.

DAP Program Manager, George Luna-Peña, and kya lou, photographer/videographer at The Broad, documented the program and its participants, capturing apprentices throughout their training and placements at museums and arts organizations. Supplemental images throughout the report have been excerpted from "journey maps" completed by DAP leadership, apprentices, advisors, partners, and mentors; these maps (completed by participants prior to phone interviews) encouraged reflection on DAP experiences. Images in this report may not be reproduced without permission.

In addition to the methods outlined above, Kate Livingston (principal at ExposeYourMuseum) facilitated a phone interview in June 2018 with the two staff members at The Broad who oversee the DAP program (i.e., the DAP Leadership Team): George Luna-Peña (DAP Program Manager) and Stacy Lieberman (Deputy Director).

Quotes from 1) apprentice surveys and interviews, 2) advisor, partner, and mentor surveys and interviews, and 3) the DAP Leadership Team interview appear throughout the report.

APRENTICE SURVEYS

Apprentices completed surveys they accessed online at four points during Year One:

- Survey #1: June 2018
- Survey #2: September 2018
- Survey #3: November 2018
- Survey #4: February 2019

Apprentice survey responses revealed several overarching themes, indicated growth and change over time, and suggested opportunities for the future of the program.

Overall, apprentices had positive experiences and expressed gratitude for the program

- Apprentices felt comfortable and found the program supportive; they were taken seriously and exercised responsibility
- Apprentices gained knowledge, skills, tools, confidence, and contacts
- Apprentices appreciated introductory activities, trainings, the variety of assignments, and the opportunity to do hands-on work; they expressed that the experience will be valuable to their careers
- The DAP Leadership Team, partners, mentors, staff at placement sites, and the other apprentices all received praise

"I like that everyone I've encountered so far at The Broad has been very hospitable. I feel comfortable communicating honestly with the program director and supervisors. I feel supported by The Broad staff… I like that I am being given the opportunity to earn experience to add to my resume. I also really appreciate how involved George [Luna-Peña] has remained with me and checking in on us…I like the variation of experiences between the assignments and locations. I feel very supported by the DAP. I also appreciate the quantity of contacts that I'm making… I also like how interested they are in our feedback."

"[I liked] the one-on-one check-in meetings I had with George [Luna-Peña], and the autonomy that I have at my rotation site."

"I like the variety of partner sites available to us."

[photo by George Luna-Peña]

Apprentices' self-report ratings[1] for feeling "comfortable," "supported," and "valued" by those running the program and by the trainers were high; feeling valued by t the DAP Leadership Team at The Broad received consistently—and especially—high marks.

Survey	Comfortable	Supported	Valued by Those Running the Program	Valued by Trainers
	Average rating on scale of 1 to 5 (where 1 is low and 5 is high)			
#1	3.63	4.38	4.43	
#2	*	4.00	5.00	4.50
#3		4.50	4.75**	
#4		4.75	4.75**	

*Blank cells indicate that the question did not appear on that particular survey, though it was included on other surveys.
**In these two cases of 4.75 average ratings, seven apprentices gave a rating of 5 and one apprentice gave a rating of 3, bringing the average down. In both cases, qualitative comments were not particularly negative, though indicated unsatisfying experiences with a mentor.

Apprentices' confidence increased

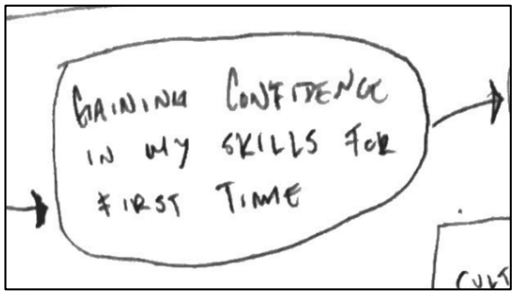
"I've learned to be more assertive and confident. I've also felt very accomplished and have felt like I've made a difference. People that I've had the pleasure to work with have told me that they've learned a lot about themselves through their experiences with me."

"Now I feel totally confident when handling art by myself and with others. I also feel comfortable using tools, asking for help or guidance, and completing tasks without needing to be asked. I realized this when my supervisor at my current partner site asked me to help train a new member of the team."

"I feel like I can hold my own and that's an amazing feeling."

Confidence increased throughout the program
Average rating (out of 5) on each survey re: current confidence level

Survey #1	Survey #2	Survey #3	Survey #4
3.13	3.50	3.63	4.75



[excerpt from apprentice journey map]

Apprentices felt underutilized at some placement sites, leading to feeling undervalued

- Apprentices expressed frustration at being treated as interns, servers, or helpers; they felt that they were underutilized, given lesser tasks, not taken seriously, not given hands-on work, and not given space appropriate for their work

Ideas for improvement:

- Apprentices suggested that communication with the sites could be improved
- Apprentices suggested sites could be better briefed about the program to increase their understanding and of to set expectations

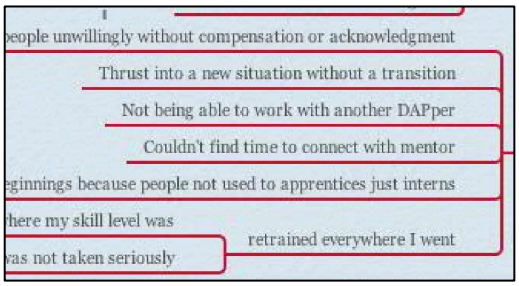
[1] In all quantitative data (unless otherwise noted), respondents were asked to answer using a scale of 1–5 where 1 was low and 5 was high.

- Apprentices suggested all placement site staff should be made aware that apprentices are in the program to learn and to work; conversations leading to agreement and commitment from site staff to their teaching roles may lead to more successful placements

"I would like the gallery or art institution to know the full range of skills that I have before starting my shift there. There were times where I felt like I was being underestimated."

"I feel there's a tendency to assign apprentices with lesser tasks (less hands-on tasks) at some institutions."

"I think a more detailed description, expectations, or plan of action should be given to the host site."



[excerpt from apprentice journey map]

Apprentices felt more valued by partner organizations as the program progressed

Average rating (out of 5) on each survey re: how valued apprentices felt by partner organization where currently placed

Survey #1	Survey #2	Survey #3	Survey #4
n/a	3.50	4.13	4.13

Experiences with mentors varied; regular contact appeared to be a differentiator

- For some apprentices, the mentoring experience was extremely positive; apprentices mentioned regular contact as part of what made their experiences so good

"My mentor has been really great about checking in with me regularly. I feel comfortable reaching out to her when I need help or guidance… [next survey:] My mentor is amazing. She checks in regularly via email or text and visits me each time I'm at a new placement."

- Others wrote about how they were not able to meet regularly; busy schedules (for both mentor and mentee), geographic distance, and introversion (on the part of the apprentice) were noted factors

"My mentor is great, but it has been difficult to meet up with them."

"I am still new to having a mentor and feel like I am not using to its full potential."

"We haven't really kept in close contact as I would have liked. I could have reached out more or something, but because we are so separated from the mentor it is easier and quicker to ask someone at the site for help or advise."

Ideas for improvement:

- Apprentices suggested that the mentoring relationships may benefit from more structure, including clearly defined, supported contact between mentors and mentees

"Schedule mandatory days for the mentors to meet or vice versa, whichever is easier. In between site visits, schedule time to shadow the mentor at their work for a few days for refreshers, tips, etc."

For some apprentices, hopes for mentorship were not fully realized

Example of an apprentices' perspectives on their mentorship and the mentorship process over time

Survey 1	Survey 2	Survey 3	Survey 4
"I hope for someone that can not only teach me skills required to be a preparator, but also provide good career advice and suggest tips on a solid career path."	*"I feel like I rarely hear from my mentor and it is difficult to coordinate a meetup. I believe this is due to us living and working on the opposite ends of LA. It would be great to have a mentor who either lives or works closer to me."*	*"My mentor is great, but it has been difficult to meet up with them. I haven't had a proper meeting with my mentor in a while because of this."*	*"While I understand my mentor is probably busy, it would've been nice to check in with them a little more often. … I'd suggest making sure mentors live or work close to their apprentice, making meeting up a lot easier."*

Apprentices felt valued by mentors overall, though it varied widely by apprentice

Average rating (out of 5) on each survey re: how valued apprentices felt by mentor

Survey #1	Survey #2	Survey #3	Survey #4	Overall
n/a	4	4	3.75	3.92

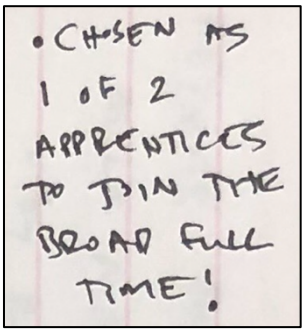
- The range of experience for apprentice-mentor relationships skewed generally positive, however individual apprentices' ratings varied widely (especially on the fourth survey)
- In response to the question, "Do you plan to stay in touch with your mentor after the program?" seven out of eight apprentices said "yes"; the other individual indicated they were "undecided/not sure"

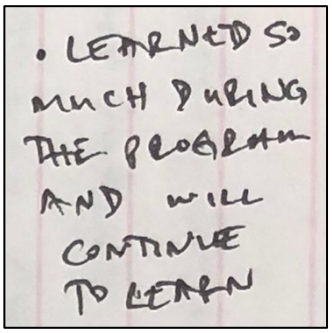
Apprentices expressed feeling both excited and nervous/anxious throughout the program

- Sources of anxiety for apprentices included the possibility of damaging art, not learning skills, not remembering skills, and not getting honest feedback

"I don't feel like I have a critical, accurate, unbiased gauge of my progress like I did during the interview process."

- Many apprentices experienced a combination of nerves and excitement as they prepared to graduate from the program; several were nervous about finding jobs, while at least two also worried about fielding too many offers





[excerpts from apprentice journey map]

Nerves and anxiety were a feature of many apprentices' experiences, though not always negative

Example of an apprentices' nervousness and anxiety over time

Survey 1	Survey 2	Survey 3	Survey 4
"I am excited to learn more from the rest of the cohort and start working at other institutions. I am nervous about messing up or breaking something. I know I am thinking the worst and that is what the purpose of the training is but It's just a small fear I have before even beginning the program."	*"I am excited about getting to apply what I've learned at [my previous site] to my next site."*	*"I am nervous about finding work after DAP… At this point, I am looking forward to learning more about career development from George [Luna-Peña] but also my peers and supervisors at my placement sites. I am also looking forward to my next placement sites because I know there's still plenty for me to learn."*	*"I am in the process of learning how to navigate the job application process and interviews, etc. I am nervous about the possibility of rejecting offers for places I may want to work at in the future. I am sad the program is ending soon but excited to begin my professional career. I am also excited for the next round of apprentices!"*

[photo by George Luna-Peña]

For a few apprentices, hardship and growth through adversity were a notable part of the DAP experience

- Increased confidence—as a desired outcome for apprentices, and as something which apprentices experienced—has been a focus for the program; many apprentices gained confidence through challenging and uncomfortable situations
- For a couple of apprentices, insecurity was also a key part of their experience

"I had to hang a wall salon-style by myself the day before the exhibit open and that experience really gave me confidence in myself as an art handler/preparator. I feel I have grown a great amount since the beginning of this program."

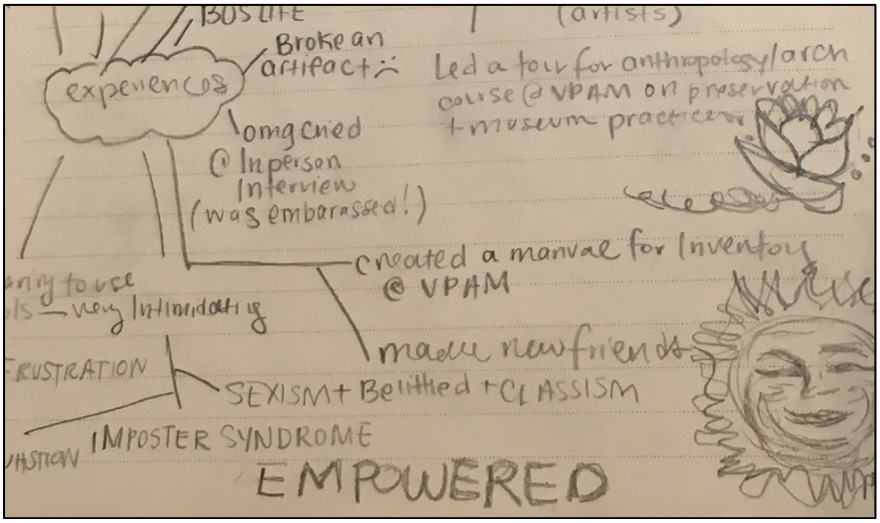
"I think this experience has challenged me to push forward despite extreme dissatisfaction, because the bigger goal I have in mind makes everything I'm doing worth it. Also, it's been a test of gratitude."

"I'm falling back into the habit that there is work to be done at my site so it's not appropriate for me to push to do the most interesting work or have them teach me. I now just want them to think I'm useful. . . . Sometimes I feel like what I don't know has been continually stressed without resolution, so I'm left with that anxious mindset."

- Most apprentices experienced anxiety about—and growth in—communicating with different kinds of people in professional settings; this often appeared related to issues of diversity (discussed later in this report)

"I'm learning to work with different types of people and styles. I have made contacts that I can use when the program is over."

"I'm nervous that I may not develop the people skills needed to create a career in the museum/gallery/art field. I worry that people's biases will be hard to overcome… I've been working on my people's skills since I started the program. I think I've progressed quite a bit. Because of that, I feel that I've been able to establish some connections that could help me find employment once the program is over."



[excerpt from apprentice journey map]

Apprentices indicated they felt supported; they also suggested areas for improved support

- When asked about support wanted, answers were mostly about practical logistics, like help with transportation, lunch, etc.; a few specific requests were voiced related to learning, pacing, and interaction

"The resume workshop will be extremely helpful. . . . Cover letter workshop, how to go about searching for jobs, continued notifications of job openings for DAP grads—those are amazing!"

"Give a break or some kind of a breather between site stays. I also think some down time should be put in after an install or intense fabrication. It gets pretty taxing going from one project to another. Because of [these] answers, the program time should be extended to a year."

"I wish I had more interaction with my fellow apprentices because they are my best support system I've found during the program and [they] embolden me the most."

- Apprentices also suggested post-program resources and activities

"[I would like] a newsletter of what everyone is doing, access to all of the training materials, and future opportunities for training."

"It'd be great to keep in touch with my fellow apprentices."

"To contact [the evaluator] with additional feedback and suggestions going forward, after we've had more distance and time to reflect on the program."

[photos by George Luna-Peña]

Apprentices shared their goals and described their progress and growth in a variety of ways

- Short-term, specific goals were easier to achieve during DAP than longer-term, broader goals
- Once goals were achieved, more could be created; making and achieving goals was not perceived as ending with the program

- Some general goals included: making contacts, building relationships, becoming adept as art handlers, being recognized as an asset, getting a job, and growing as a professional
- Some specific goals included: getting familiar with wood shop equipment and pneumatic tools, working with metal, measuring, using ladders, learning to drive a forklift, hanging hardware, using saws and routers, doing straight cuts, and learning museum databases
- Some goals related to personal and professional growth, like knowing when to take initiative, and having curators and museum leadership critique or consider their art
- Some related to the program and the field, like coming back to DAP and serving as an example for others who view museums as inaccessible

Goals supported apprentices' abilities to see change and track progress throughout the program

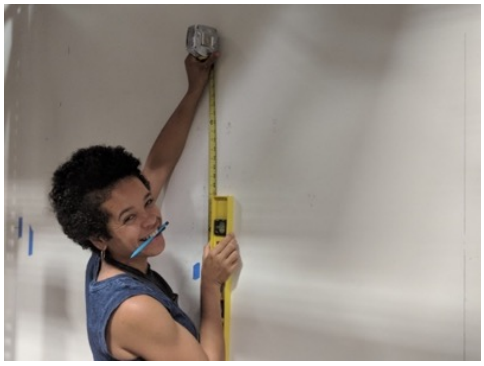
Example of an apprentices' goals and goal achievement over time

Survey 2	Survey 3	Survey 4
"I have improved in all three of my goals. [My mentor] has been great about organizing and suggesting project ideas with my supervisor and the team I work with to help me reach these goals."	*"I feel like my goals are an on-going process and at the moment I feel confident in my art handling and ability to know when to take initiative for certain tasks. I have also learned to use two databases since starting the program."*	*"Each time I start at a new placement I feel like my goals expand based on my role there, and the type of work environment. So, I have been able to meet my goals each time and try and set new ones for myself while I am there."*

According to a self-assessment of 22 specific skills, apprentices grew as a group in all skills

(See the "Self-Ratings on Tools and Skills" table on page 11 for details.)

- The greatest growth occurred in apprentices' "understanding the differences between installation/hanging hardware," which started off with one the lowest ratings (1.63) and showed the greatest positive change over time (up 3 points, to 4.63)
- In addition, the skills of "identifying proper installation/hanging hardware" and understanding "the differences between packing materials, and when each is appropriate to use," also began with low ratings and notably increased by the end of the program
- By survey four, no one gave themselves a score below "4" on any skill



[photos by George Luna-Peña]

Self-Ratings on Tools and Skills

Skill	Handling 2D Objects	Handling 3D Objects	Delicate/Fragile Objects	Lifting Heavy Objects	Environmental Factors	Using Carts to Transport	Stacking Framed Works	Proper Packing Methods	Differences Betw. Packaging	Using a Lift	Using a J-Bar	Using a 4-Wheel Dolly	Using a Pallet Jack	Cavity Packing Objects	Safely Transporting	Identifying Proper Hardware	Differences Betw. Hardware	Placement of Art on Wall	Using Tape Measure	Museum Career Paths	Crate Handling, (Un)packing	Using Tools
Survey	Average rating on scale of 1 to 5 (where 1 is low and 5 is high)																					
#1	4.00	3.38	2.75	3.63	2.25	2.88	2.38	2.00	1.38	2.38	2.13	3.50	3.13	2.13	2.50	1.75	1.63	2.38	4.13	2.75	3.00	4.00
#2	4.13	3.50	3.38	4.00	3.63	4.13	3.63	3.38	2.75	3.75	4.00	4.63	4.25	3.25	4.25	3.63	3.63	3.75	4.88	3.13	3.88	4.63
#3	4.75	4.00	3.75	4.38	3.63	4.50	4.00	3.50	3.25	3.88	4.00	5.00	4.75	3.63	4.75	3.50	3.63	4.14	4.88	3.13	4.13	4.63
#4	4.88	4.38	4.38	4.38	4.38	4.88	4.63	4.00	4.00	4.13	4.38	5.00	5.00	4.38	4.75	4.38	4.63	4.50	5.00	4.13	4.75	4.88
Overall	4.44	3.81	3.56	4.09	3.47	4.09	3.66	3.22	2.84	3.53	3.63	4.53	4.28	3.34	4.06	3.31	3.38	3.68	4.72	3.28	3.97	4.53
SD*	0.75	0.92	1.27	0.76	1.12	1.16	1.34	1.14	1.18	1.48	1.32	1.00	1.26	1.45	1.17	1.24	1.36	1.12	0.57	1.21	1.20	0.79
Change**	0.88	1.00	1.63	0.75	2.13	2.00	2.25	2.00	2.63	1.75	2.25	1.50	1.88	2.25	2.25	2.63	3.00	2.13	0.88	1.38	1.75	0.88

Highlighted cells indicate the skills where positive greatest change occurred between Survey #1 and Survey #4

* "SD" represents the standard deviation, indicating the variability above and below the average for each rating
** "Change" represents the change between Survey #1 and Survey #4—for example, the average rating for "Handling 2D Objects" increased by .88 between Survey #1 and Survey #4, from an average of 4.00 to an average of 4.88

[photos by kya lou]

Apprentices noticed a lack of diversity at many placement sites; there was a desire to have more conversations related to inclusion, diversity, equity, and access

- For many apprentices, the lack of diversity they experienced aligned with previous experience and expectations

"I've noticed that the need for diversity is as real as I thought it was."

"Almost everyone I've worked with has been white which is exactly what I expected."

"There are micro-aggressions I have experienced directed at me and others. In my experience as a woman-prep apprentice, I have heard (and experienced) much about sexism in the field. I have experienced plenty of people who have underestimated my abilities. I cannot always indicate whether or not that comes from my gender, race, or status as an apprentice."

"I just left the [placement] and there was hardly any diversity and this toxic hierarchy to their departments. It was very disheartening. It has challenged my interest in working in a museum environment. They seem so stunted to put forth any effort to effectively change their dated policies."

- Apprentices did notice diversity and efforts towards inclusion and equity in some sites and situations

"The place I'm assigned to actually has a pretty diverse staff, and that is because the leadership of the institution is diverse. I think this place has served as a good example of the trickle effect diversity has on the staff demographic of an organization. Although I don't care for the site, there are definitely aspects of it that I can appreciate, take note of, and learn from."

"This assignment has really challenged my thinking because I was ready for a non-diverse group that was uptight but that was not the case at all, it was the opposite. I have seen many people willing to educate, share, and help each other out beyond their job descriptions. They are also quick to discuss issues about diversity, share their experiences, and talk about how important it is."

- Apprentices applauded The Broad and DAP in this area; a couple of apprentices said they were glad to be part of the effort, although they also felt frustration

"I'm impressed with the steps that The Broad is taking to be at the forefront of diversifying the art world and museum field. I'm extremely excited by the impact that such progressive strides will have on our future."

"I strongly desire to meet or exceed The Broad's expectations and I worry that those in charge of the DAP may not fully understand the circumstances that make the playing field uneven for people like me. There are severe disadvantages and other factors at play which contribute the need for programs like the DAP."

- Apprentices offered constructive feedback and practical suggestions

"I think it would be helpful to have discussions based on some of the questions in this evaluation. Like when talking about diversity and inclusion in the workplace, some of the workplaces I have been at struggle to understand or address these issues, so I don't really get a chance to talk about them at my placements."

"I would like to hear more about how people of color in the field have overcome any challenges presented to them."

ADVISOR, PARTNER, and MENTOR SURVEYS

The roles of DAP **advisors** (who participated in a committee to inform and shape the program), **partners** (staff members from the museums and arts organizations that hosted apprentices), and **mentors** (who were formally assigned to mentor apprentices) overlapped in some cases, and individual roles changed over time. Thirteen respondents completed both surveys, self-identifying as a partner, advisor, and/or mentor; an additional six individuals completed the first survey and an additional one individual completed the second survey (see chart below). A total of 12 organizations were represented across the two surveys, including The Broad.

ROLE	**Survey 1** (Sept 2018)	**Survey 2** (Feb/Mar 2019)
Advisor	4	1
Partner	5	4
Mentor	5	3
Advisor-Partner-Mentor	1	2
Advisor-Partner	2	2
Partner-Mentor	2	2
TOTAL	**19**	**14**

"Hearing from the mentors and the partners about how moved they were by this experience, how it changed the way they think about themselves and their work—it was meaningful."
—Stacy Lieberman, DAP Leadership Team

Advisors, partners, and mentors found personal, professional, and organizational value alignment in DAP

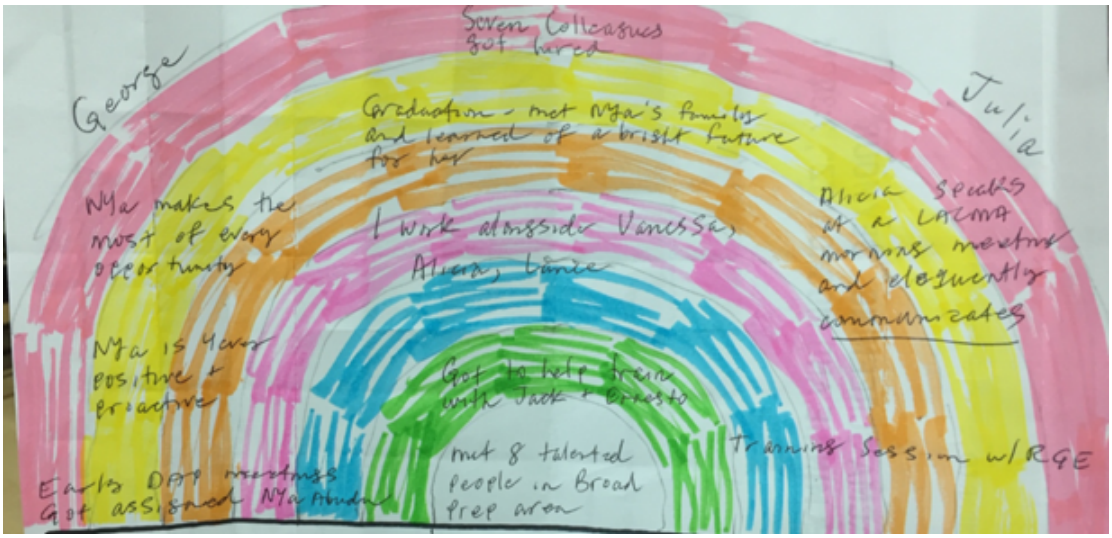
- Issues of bias, diversity, inclusion, and equity were on the minds of partners, advisors, and mentors; there was agreement about DAP's key role in this work

"The DAP is in close alignment with the work that we strive to do relative to diversity and inclusion. As an institution, we are committed to equity for people of color in the exhibitions we present, in our staffing, on our board, as well as programs we have initiated."

"Allowing candidates to apply regardless of professional experience and background provided a one-of-a-kind opportunity for those less privileged. Interviewers were asked to discuss their own biases prior meeting with each candidate. The result was a very transparent and open environment that built trust, accessibility and inclusion."

"I am of the firm belief that diversity and representation in the art world are fundamentally important to the upward trajectory and success in the field. Having the voices of every part of our society be a part of the various processes of art-based initiatives and projects ensures well-rounded and inclusive outcomes."

"In addition to seeing a more diverse population of preparators, what I am hoping is that DAP will help to improve the numbers of women and people of color in leadership positions (such as head preparators and other managers). This area lags behind even further in my experience."



[excerpt from advisor/partner/mentor journey map]

Partners and mentors attempted to foster inclusive environments for apprentices at their sites, however admitted help and guidance in this area is needed

- Advisors, partners, and mentors were asked, "If you have hosted an apprentice, in what ways have you fostered an inclusive environment for apprentices? If you have not hosted an apprentice, in what ways do you plan to create an inclusive environment for apprentices?"

- Responses partners and mentors provided on the first survey (Fall 2018) revealed a philosophical commitment to inclusivity; for example, they offered (or planned to offer) regular check-ins, inclusion in staff meetings, shadowing, meals, special occasions, and general responsiveness to the individual interests of apprentices

"We have included the apprentices in all our staff meetings and have tried to create an environment where they are not only learning, but have the opportunity to take ownership over projects within the museum."

"We regularly check-in with our apprentice to offer opportunities to shadow projects, departments, specific roles, etc. within the institution. We chat about her career goals and I treat her the same as the other preparators on my team. She is included in departmental emails and meetings. As far as I am concerned, she is part of [the organization]."

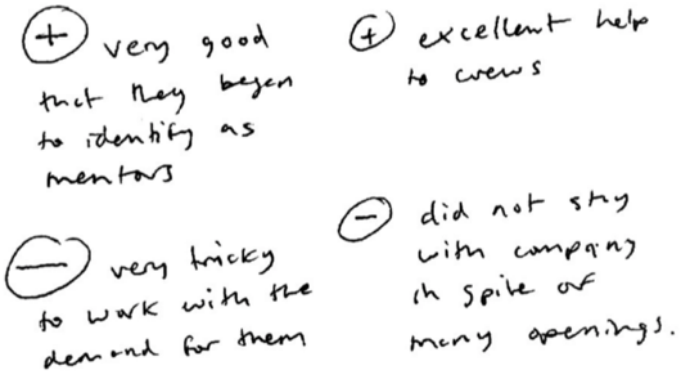
"We encourage an environment where apprentices can freely express who they are, be able to incorporate their own ideas/opinions, fully participate in the activities, and not be singled out due to race/gender, etc."

- Reflections about fostering inclusive environments were inconsistent with the experiences shared by apprentices in their survey responses

- Some partners and mentors indicated the need for additional guidance

"This is a good question and one I probably would have appreciated a bit more guidance on at the outset. We tried to pair the apprentice with a mentor or key person who is a good communicator and personable. Tried to gauge what apprentice was looking for and find tasks to suit those goals."

"This is something I would like to work on and could use help with. I think making space in the day for open discussion and emphasizing that inclusion matters is a start."



[excerpt from advisor/partner/mentor journey map]

- Advisors, partners, and mentors mentioned creating "opportunities for apprentices to have autonomy and/or lead projects, collaborate and network, attend meetings, discuss role clarity, and participate in open communication"

"We tried to work as collaboratively as possible, and also to provide opportunities for the apprentices to lead within their roles, so that they could take ownership over their experiences in the museum. We valued the apprentices as great contributors and team members, and spent time building our relationships with them."

"I hope that by listening and communicating, I was able to foster an inclusive environment for her."

"I always asked what their work experiences were, and if they would like to learn about something, before explaining; not assuming they didn't know how to do task. I also asked what they had done at other assignments and tried to gear the work towards new things that they would find useful."

- These findings are inconsistent with the apprentice surveys

- With the first year if the program largely behind them, two respondents acknowledged on the second survey that fostering an inclusive environment was critical yet challenging

"Probably the hardest question here. By deliberately placing them within crews or groups that are themselves more diverse. However, I feel like we could have done a much better job there by providing more direction and structure."

"I welcomed them by inviting them each to lunch with me and checking in periodically with them. I made sure they were paired with a team and knew what projects they would be working on. I tried to monitor how they were being included on the teams they were working with, but this was difficult for me, timewise. I talked to the crew before the apprentices arrived and throughout the apprenticeship program about our biases, what the program was about, and why it is important. I talked to the crew about how to delegate tasks. I think I could have done a much better job at teaching them to mentor the apprentices."

Advisors, partners, and mentors felt valued, respected, and support by the DAP Leadership Team

- Advisors, partners, and mentors felt highly valued, respected, and supported by the DAP Leadership Team; respondents rated these three qualities as five-out-of-five on both surveys

"I like the supporting materials provided by The Broad. It makes my role as partner and supervisor a lot easier. "

As DAP began, advisors and partners felt enthusiastic and ready; mentors expressed minor apprehension

- Partners, advisors, and mentors entered the program with substantial positivity and little apprehension, especially when compared to apprentices

"We are at the early stages of our roles and so far, the planning process has been very smooth. It has allowed us to assess our processes and protocols and make some adjustments to better streamline some of what we do."

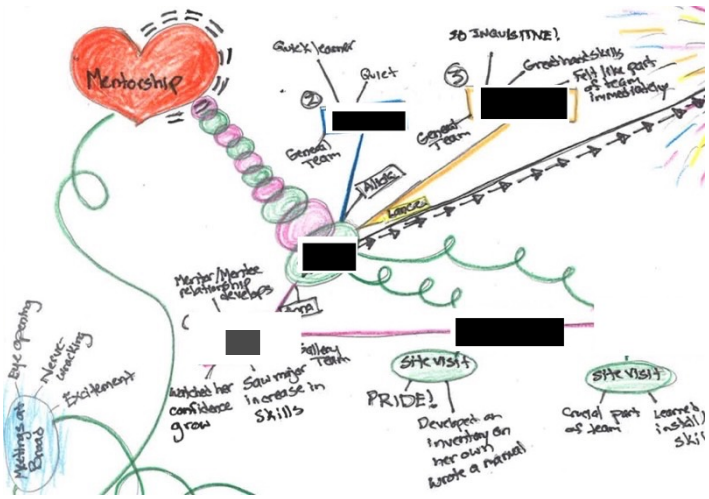
"So far things have gone very smoothly. We had an early hiccup with a question regarding background checks but that was due more to some HR miscommunication on our end. The organization, preparation and communication all have been excellent on the DAP end."

"Things are going well - a shared calendar might be useful to see where everyone is at with the program. We are supposed to have some apprentices coming our way soon, but I'm not sure when."

"Things are going very well. I touch base with my HR team regarding hiring practices and such, bringing in more diversity, equity, etc."

- Two mentors expressed concern early-on about infrequency (or potential infrequency) of interaction with mentees and their specific role

- Mentors may have different "sight lines" into the apprentices' experiences than partners and advisors do



[excerpt from advisor/partner/mentor journey map]

"I feel like I haven't been able to check in as frequently as I should with my mentee."

"I am lucky in that my mentee has started her apprentice rotations at [my institution]; so, we are able to check in frequently and I am able to easily help guide her experience. I am a little worried about how well I will be able to maintain this level of mentorship once she moves on from [my institution]."

"Perhaps provide resources on what it means to be a mentor. Discuss with mentors whether it is up to us to have conversations about diversity or merely help guide the apprentices towards resources and experiences which will help them gain the necessary knowledge and skills in order to become successful art handlers."

[photos by kya lou]

- With a strong start from the perspective of most advisors, partners, and mentors, only a few had ideas and suggestions about how to improve the program

"[I] Would very much like getting feedback from the apprentice and from DAP admin. How can we improve? What are specific goals we are helping apprentices meet? Did we help achieve those goals? Specific things we can do going forward? [I'd] like to know more about what apprentices are learning and what skills need further support."

"As a suggestion, perhaps it could be requested that partner institutions provide a written a minimum of two tasks that the apprentice would be leading by the end of the apprenticeship. Something that they could take ownership of and apply their learned skills to."

Advisors, partners, and mentors felt increased visibility and awareness of DAP was essential

- Advisors, partners, and mentors were asked to share ideas about how they and The Broad might increase awareness and visibility of DAP across the Los Angeles community

- Respondents offered a variety of ideas, including web and social media, museum associations and conferences, connections to schools and colleges, and traditional news outlets. The importance of word of mouth was also acknowledged

"We often participate in various fairs (career fairs, grad fairs, etc.) that could be a good platform to spread information about DAP. We could also include information in our newsletters."

"I was happy to hear that it is being covered by the Wall Street Journal. I think additional press in national art publications would be great to pursue as well."

"I look forward to the marketing of this program. Everyone should know about it and share it."

"I think is important to add the program on social media, website, press releases, include the program and the logos on each of the exhibitions the apprentices are helping with, showing the type of work DAP does for each institution."

[excerpt from advisor/partner/mentor journey map]

"I would really like to see the net cast a little wider. Many of the finalists were people with art backgrounds or ones who had worked in museums to start with. I think there are many folks out there in different communities who do not have that connection and it would be a wonderful thing to open up the arts to them as an area of appreciation as well as an employment opportunity."

"I think sending out a press release, or multiple press releases would be great. It would have been nice to have press about the DAP at the launch or when apprentices were first hired."

"An Instagram page would be really great. Perhaps an interview or story on public radio."

"I think press would be a good start. It seems The Broad has waited an awful long time to invite stories about this program. George [Luna-Peña] is doing an amazing job of raising awareness by going out into the communities to recruit applicants. Perhaps apprentices could give presentations at partner institutions."

Advisors, partners, and mentors acknowledged areas where DAP could continue to grow and improve

- Advisors, partners, and mentors provided insight into what ideas, improvements, or needed changes might help strengthen the program for Year Two and beyond

- Suggestions around training, partner materials, partner expectations, apprentice job expectations during DAP and beyond, and apprentice diversity were included among their answers

"So far as training is concerned, I think more time with the hands-on portion to equally balance out the online training courses."

"The training definitely needs to change. The written materials can be streamlined and simplified to allow more time for hands on work. More materials for training so folks who work faster can keep practicing. I think [institution] should be removed as a host (and any other place where the apprentices didn't have good experiences). I think we could do a better job preparing the apprentices for the job market, and for the disappointment that will likely happen for some of them not getting offered a job, or not getting offered a job at their preferred place. I think it might be helpful during the training month to lay out work etiquette expectations such as working hard, showing up on time to work and also to appointments, and talking about how this is an opportunity to impress everyone you work with, which will give you a better chance of a job offer or a strong recommendation at the end of the apprenticeship."

"A very clear timeline for partners with the expectations for the institution. Make sure partners know participating in the program is an honor and eligibility is on a yearly basis. I suggest there is at least one site visit for each Museum partner to make sure they comply with the program standards. It is important to make sure the Museum partners can provide a professional and quality experience to the apprentices before they become eligible to participate."

"More feedback and resources for partnering institutions so we can actually start implementing changes in how we hire rather than just support this one program."

"One thing I was hoping for was more diversity in background. It seems (maybe I'm wrong on this?) that many in the first cohort have attended art school or even have prior experience working at The Broad. Art schools are a (fairly diverse) existing breeding ground for preparators already. Many people's lives have not brought them into as much contact with the arts so they may not even realize that a job at a museum could be an alternative to a job in a restaurant, say. Honestly, the present apprentices all seem great, and deserving, so it's a hard point to make but perhaps in the future more of an effort could be made to cast a wider net and draw in candidates from a broader range of backgrounds? Or more of an effort at least to see that some of these applicants make their way deeper into the process.... As for how to do this I am not sure."

Advisors, partners, and mentors shared excitement about Year One graduates and Year Two apprentices; they were also enthusiastic about program expansion

- Advisors, partners, and mentors were asked, "What you are most excited about or looking forward to as the DAP continues?"
- Many expressed an interest in staying connected with and working alongside the Year One apprentices now that they're graduates
- Several also expressed interest in the next group of apprentices, how DAP could grow and scale locally, nationally, and even internationally, and the systemic changes and outcomes possible through this program's vision and reach

"We appreciate being included in the program and having the opportunity to work with these young professionals, who we hope to maintain relationships with. This program is also a wonderful way to get to know colleagues at other museums better, as well."

"Watching these first apprentices make their way up the ranks of the various institutions—becoming supervisors and beyond—and helping to change the culture from these positions of influence."

"I look forward to working alongside these eight individuals in the future as well as the 800 to follow."

"I am most excited about continuing to work with amazing apprentices, to seeing the cohort grow, and to seeing those that have already participated working and thriving in the field."

"Looking forward to a longer mentorship assignment. Also looking forward to staying in touch with the first cohort and doing what I can to help with their job search."

"I am excited to meet more apprentices and to see the apprentices I have met move on to become master art handlers themselves."

"I am excited to meet the new apprentices and hope the program continues growing larger and into other cities."

"Expand this program nationwide."

I really feel this program has to grow internationally. We have several of our partners organizations around the world asking us about the program."

"DISRUPTING THE ART WORLD!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!"

"Seeing the apprentice graduates fly! Seeing how many people apply to the second cohort; how much impact we can have on partner organizations prep crew demographics; and whether we can help change hiring practices at partner organizations to be more equitable."

Advisors, partners, and mentors expressed deep gratitude and pride about being involved with DAP

- When offered a final opportunity to share additional thoughts, advisors, partners, and mentors shared the pride, honor, and gratitude they felt
- They thanked and congratulated DAP's Leadership Team on their good work and encouraged them to continue
- Several recognized that partner organizations got as much out of the program as the apprentices

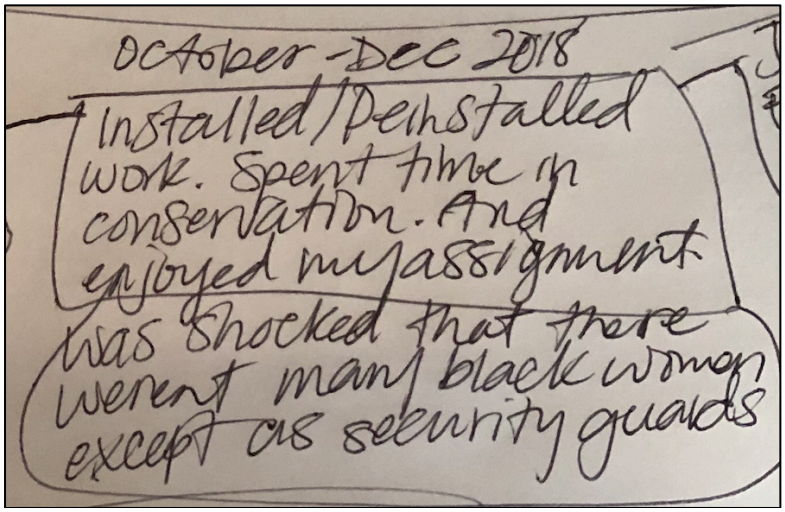
"As a partner, we have benefited greatly from the program, and hope that the apprentices have enjoyed and valued their time with us at the museum."

"I think that overall so far this program is being run in an organic and well-thought out manner. It is willing to grow and learn as the experience unfolds for apprentices, mentors, and partners. I am so proud to be a part of DAP."

"Keep up the great work! This program is fantastic, and I am so grateful to be part of it. I can't wait to bring more to the table—this is just the beginning!"

"The program is helping and supporting also our organization in a very powerful way."

"I just can't wait to see this program grow. It has been a much-needed thing for a long time."



[excerpt from apprentice journey map]

APPRENTICE INTERVIEWS

Apprentice interviews were facilitated by ExposeYourMuseum principal, Kate Livingston, after the program's completion (May 2019). After analyzing and coding qualitative interview data, key findings emerged—including evidence of progress toward program outcomes and suggestions for Year Two of the program and beyond. Findings appear below with illustrative quotes from apprentices.

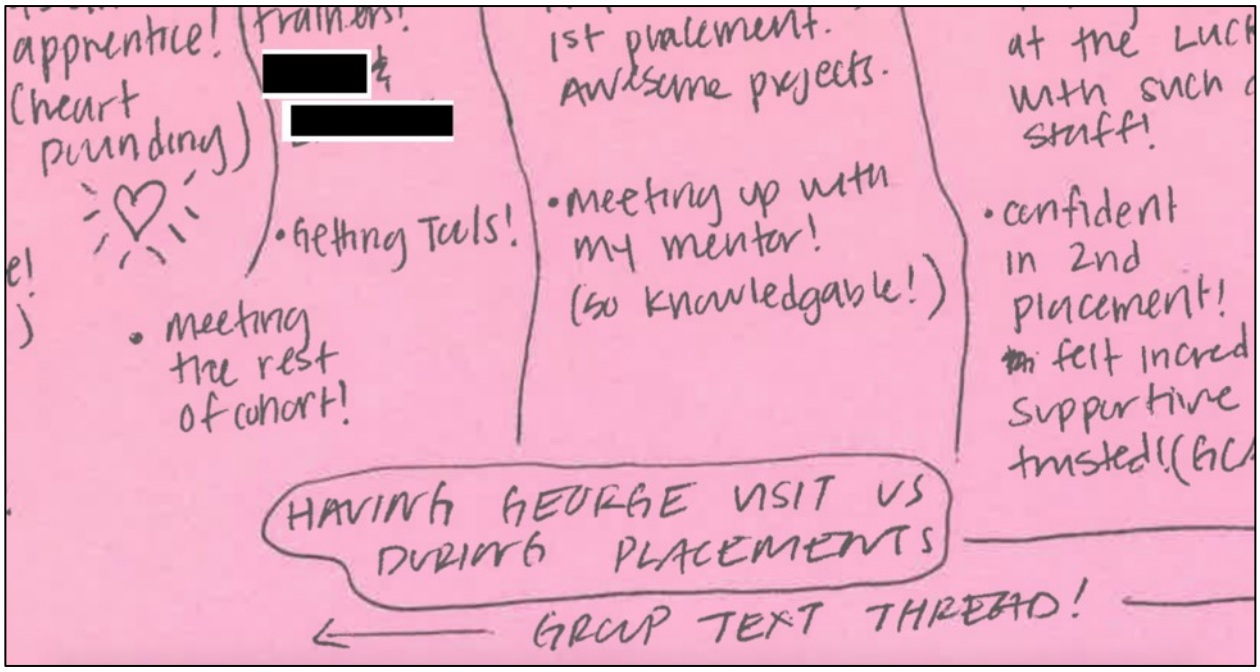
> *"Making sure that they feel welcomed, that even if they're feeling nervous about a job or an assignment or t a placement, that they still feel confident to walk in there and know that they belong there, even if that space wasn't necessarily meant for them to begin with."*
>
> —George Luna-Peña, DAP Leadership Team

DAP leadership was highly appreciated by apprentices

- George Luna-Peña and the role he plays is essential to DAP; George created safe spaces, modeled clear and open communication, and was able to see and hear the apprentices fully
- Apprentices valued George and his ability to recognize and value their identities, strengths, challenges, needs, and frustrations
- Stacy Lieberman and Julia Latane (formerly at The Broad, who conceptualized DAP) also were mentioned and thanked during apprentice interviews

"It was definitely something that I felt right away. Trust and respect from George and Julia, and Stacy, and all the other apprentices as well, and the mentors."

"George was great. His presence is a great example of what it's like to have someone in the room at the table that is able to advocate for others."



[excerpt from apprentice journey map]

Training was seen as essential, though apprentices pointed to limitations in the format and structure

- Some apprentices found the training dry or boring at times
- Apprentices respected, liked, and were grateful for the trainers
- A couple of apprentices indicated they would have liked to learn more about safety (of self and others) during the training

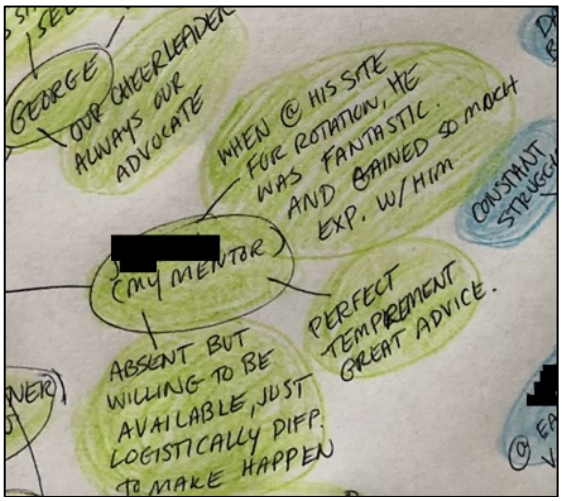
"I felt one of the best things about the program was just the emphasis on skills. Whether it be the training with our techs or just throwing us on the fields after a few weeks of training and making us do all that work."

"I really appreciated having them as my trainers because especially just in general in the field, it tends to be men who are doing this work. And being trained by men was also a little intimidating to me."

"Once I got into the training, I realized that they were like teaching stuff that I already knew very, very well. They either underestimated the applicant's abilities, or they did not prepare to address the individual's learning needs—or the learning needs of the apprentices as individuals. So, I quickly got bored, and I was disappointed."

Mentorships, when consistent, worked well and were appreciated; apprentices identified mentors throughout the program, in addition to their official DAP mentor

- Some apprentices had great experiences with their mentors, others did not
  - The most effective mentorships included regular communication
  - Mentorships worked well when apprentices did a site rotation at the mentor's workplace
  - Apprentices requested increased structure for the mentorships, including defining roles, responsibilities, and how often mentor/mentee pairs should meet
  - Apprentices felt mentors should lead the process, for example by initiating contact and scheduling meetings
  - While apprentices had an official DAP mentor, it was acknowledged that other people took on mentoring roles across apprentices' DAP experiences
  - Several apprentices indicated interest in becoming mentors (or "peer mentors") to the new cohort; they expressed an eagerness to leverage their experiences to benefit the Year Two apprentices



[excerpt from apprentice journey map]

"I always felt I was being listened to, and that people cared."

"I know that everybody had their own mentor assigned to them, but all the mentors were available to anybody at any time. So that felt really good because there were mentors that were specialized in different things. So, whenever we had a question, we could text them or email them, so I thought that was amazing."

"In regards to the mentorship, I think that there would be some real benefit to some more structure to that relationship. My mentor was just absent.... I think that that relationship has a potential to be a very important one, but it needs to be fostered and developed. Here's the thing about a mentorship is, there is a power dynamic there. It's the responsibility of the mentor to develop it. The mentor needs to be initiator, because otherwise this dynamic of the apprentice having to be the initiator is a strange position to put the new learner into."

"I think I really missed more of the mentorship because I wasn't able to talk to him as much as I'd like to or hang out with him or see how he works or how he goes about or carries himself or installs this or moves that. Because I learn by looking and doing, so it's kind of hard for me to hear something and then try and mimic it. I have to hear it, look at and see it and watch it be done and then I can do it."

Apprentices' experiences at placement sites varied widely, and were most successful when their roles and abilities were understood and appreciated

- Placements that connected apprentices' identities—particularly racial/ethnic identities—were particularly meaningful and memorable; for example, being able to "see people who look like me" in museums, artists, and artwork was impactful

- Apprentices expressed consistent challenges with communication and having difficult conversations at their rotation sites
    - Communication issues seemed fueled by apprentices meeting new people, encountering many different personalities, and rapidly trying to assimilate into new environments, team structures, and workplace cultures; apprentices suggested extra attention and training like conflict resolution, advocating for oneself on the job, and addressing microaggressions

- Apprentices particularly appreciated behind-the-scenes and VIP opportunities like tours, exclusive events, and access to art and artists; they also expressed gratitude to George Luna-Peña for visiting to their rotation sites and attending show openings

- Apprentices shared that several placements "didn't know what to do with them"
    - Apprentices felt they were treated like interns, and that their skills and abilities were not being utilized fully
    - Often site staff members not directly involved in the DAP did not know why apprentices were there or how to interact with them
        - This appeared true both related to the work itself (i.e., apprentices' skills and abilities) as well as the diversity and inclusion focus of the program
        - Due to placements being for relatively short periods of time—and then starting over again at a new site—this felt particularly challenging and led to apprentices feeling out of place, undervalued, and tokenized

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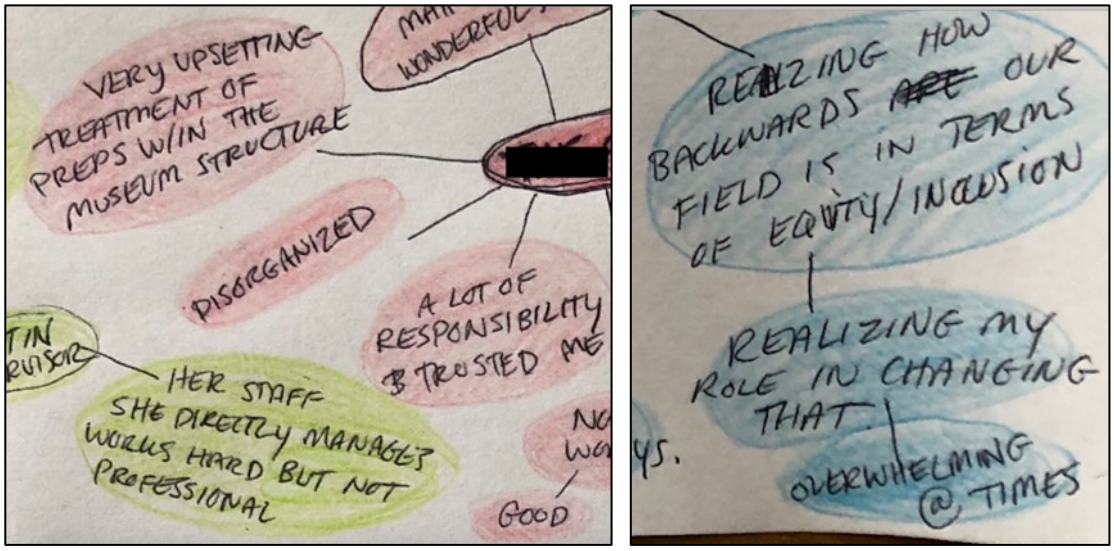
"I really thought about the apprentices as invading spaces that weren't meant for them, as bringing new ideas into spaces. And recognizing that they were always going to essentially be looked at in that sort of way. I mean, they're folks of color; they're women in male-dominated spaces. They were just invading spaces—always having that in the front of my mind and making sure that I was supporting them in doing that sort of space invasion work was really important to me."

—George Luna-Peña, DAP Leadership Team



[excerpts from apprentice journey map]

"I also appreciate how flexible partner sites were, so I was able to do that, ask for what kind of work I wanted."

"I don't know if the placements that we're going to know what skills we all have because I think there are times that I feel I could have done more, and maybe they didn't think I could do it."

"It was awkward in the beginning because people weren't used to me being an apprentice. It kind of felt like I was an intern, so we had to do a lot of clarification like, 'Hey, I'm not an intern. I'm an apprentice and I have skills. I'm not just some kind of college student just trying to get a credit,' or something like that. I think that could have helped in that instance too."

"I think maybe getting an idea of the jobs we'll be working on also will help the different sites be more organized about what the apprentices will be working on and so there isn't anyone walking around asking if there's anything that they can do, how they can help, if there is more of a structure in some of the sites, I think, would be a little bit of an improvement."

"I think there's also an initial culture shock of the demographic.... It's a mostly all white staff, and while they do have a lot of females on staff, which is great, I think it was very shocking. Going from an all Latino staff, somewhere where I felt like I fit in very well culturally, to this place."

Throughout the program, apprentices were concerned and anxious about future job opportunities

- Several apprentices shared concerns and anxiety about the often temporary or freelance nature of prep work and art handling jobs
  - Being in a cohort with other new, talented, trained apprentices sometimes accentuated the feelings of competition for employment
  - Apprentices stated the need for more help and advice about how to manage transient or inconsistent work; one apprentice suggested that employment post-DAP should be part of the program
  - Several apprentices shared how expansive their network of connections in the field is now, after completing the program. Similarly, several expressed that the opportunity to attend professional conferences was a great benefit.

"When George [Luna-Peña] told us that The Broad was going to be hiring an apprentice after the DAP program was over, and after hearing that I really made that my focus.... It was challenging because I just thought that there was only one position and if I didn't get that then where would I go? So, I was still worried even though I was excited that there was a position open for one of us, and you know, we all deserved it, and I think we all were really qualified for it. So even with that I was still worried about getting a job after."

"I have options and that's not something I'm used to telling myself."

Connecting with the other apprentices in their cohort was important and vital to the DAP experience

- Apprentices wanted more opportunities to interact throughout the program; they expressed the desire to talk, vent, share stories, commiserate, and celebrate together without oversight from the DAP Leadership Team or a formal programmatic goal
  - After training, many felt disconnected (one apprentice shared, "We got a lot of our power when we were together")
  - Some apprentices wondered if they were the "only one" experiencing hardships or struggles and hesitated to bring it up in group meetings (in case they were indeed the only one)
    - The cohort addressed this by starting a private text chain so that they could communicate candidly with one another
    - Some apprentices suggested it would be beneficial to have two apprentices at each placement
  - Some apprentices wanted a way to stay in touch after the program—both with each other and with the DAP Leadership Team
  - Apprentices envisioned a platform where jobs and opportunities could be posted and shared

"I didn't feel alone at all throughout the program. I felt like I had a team with me and people that I could go to if I had any issues or any concerns about anything. I think that was also something that was really important that the program provided for us."

"I was really excited that I wasn't going to be alone in this, there's other people, other individuals that were going through similar journey."

Opportunities to have input and share their ideas for the program were important to apprentices

- Several apprentices appreciated the evaluation (i.e., surveys and interviews) as an opportunity to reflect; they viewed it as a "...safe space to vent and be honest about how hard it can be"
  - One apprentice requested an additional opportunity to provide feedback directly to their rotation sites; while this would be optional and also not anonymous, it would be an opportunity to provide partner sites with timely information about how apprentices experienced placements

"The surveys that we did throughout the nine months I thought that was a sign of respect for us, because it was another avenue for our experience to be voiced. So, I really appreciated that, that DAP was constantly self-evaluating itself. That was a sign of respect not just for us but for the upcoming cohort as well."

ADVISOR, PARTNER, and MENTOR INTERVIEWS

Advisor, partner, and mentor interviews were conducted by ExposeYourMuseum associate, Maggie Miller, after the program's completion (May 2019). Key findings appear below with illustrative quotes from advisors, partners, and mentors, as well as excerpts from journey maps created by the DAP Leadership Team, advisors, partners, and mentors.

DAP leadership was highly appreciated by advisors, partners, and mentors—George Luna-Peña especially

- George Luna-Peña (and the importance of his role) was deeply appreciated by advisors, partners, and mentors

"I felt comfortable reaching out to George. George was really positive and receptive."

"I think George is great.... I think he's been really supportive, very communicative, and also really gentle in how he kind of keeps reminding us and being supportive of us. I think you guys found the right person to be able to manage this program."

"I think it was really clear to me how beloved [George] is by the group, and by all the people that work with him, and how his deep and personal level of care and again commitment to the issues at hand and to the individuals, it's so inspiring and it's very admirable.

Having the apprentices onsite brought new energy, enthusiasm, and inspiration to advisors, partners, mentors, and their organizations

- The DAP was described as "reinvigorating" by some partners, and the energy that apprentices brought was palpable
- Advisors, partners, and mentors observed that some staff—and especially staff members of color—at partner sites saw the apprentices and felt affirmed and inspired by them

"For me, again, it's been positive.... So many of us have been in the field for so long that it's no longer a pleasant place to be, perhaps they don't want to be at the job anymore. But I guess the younger crowd, they're motivated. I've been impacted that way. Well, that's a real positive. They are willing to work, they're hungry for work, they're happy to be at the job, they find it to be exciting."

"I think that the apprentices had a huge impact on the organization. On my team, for sure, like they had an impact. I think a lot of the art prep and install team, like it was their first opportunity to kind of teach someone or train someone. So I think for a lot of them, it was definitely the first time a woman had been on the team in a very long time."

"On the organizational level, I mean, I know that my colleagues, I think there's been a lot that people have learned about hiring practices. I think it's made people think about opportunities in other areas of the museum. I think it's been good."

There was a deep desire for specific, ongoing feedback about how organizations are doing as hosts

- Partner sites asked for direct feedback about how their organizations did as hosts for apprentices; they received thank-yous (which were appreciated), but also wanted specific ideas for improvement
- It may be useful to consider vehicles for feedback from the DAP Leadership Team and the apprentices, as well as self-assessment after each rotation
- One partner posited that it might be useful to compare sites to each other in the spirit of learning and growth

"How can the DAP program make sure that every institution that participates in the program is communicating effectively with the apprentice? I know the apprentice provides feedback; also, it is very important to me how that feedback is shared later on in our institution."

"Make sure that hosting institutions are aware that it is not granted they will be participating the following year. Perhaps the institutions are invited to participate for one term, or maybe it could be for two terms, and then there's a review process after that. I don't know, make the institution earn that ... the participation. I'm sure there are a lot of institutions that will be willing to be part of the program. I think it's important to find a balance between a lot of certain kinds of institutions. But again, I think that a need to evaluate an institution's performance is necessary."

[photos by George Luna-Peña]

Communication and integration at program sites were noted challenges

- Partner sites acknowledged it was often one staff person (or a small number of staff people) who attended DAP trainings and had a thorough understanding of the program and its goals
- Advisors, partners, and mentors indicated it would be useful to have materials like talking points, handouts, email templates to help introduce the program and apprentices to the staff more widely
- Some partners and mentors also acknowledged that not all staff who were working alongside mentors understood their role(s)
- One partner posited than some staff may have felt threatened by the apprentices, fearing their own job security

"I feel like the language of "intern" and "apprentice" sometimes got in the way of my colleagues' treatment of [apprentices]. They felt that perhaps they were just there to observe, not to participate as much as those who went to the [DAP] meetings or knew what George [Luna-Peña] and Julia [Latane] were hoping to put across. That took a minute—or a couple of weeks perhaps—to get everybody on the same page of treating them more as colleagues than as someone who was there to just observe."

"Well, for us, I think it's the respect both for our trainers and for the apprentices to give them attention and training. To respect the job, respect their role and the skills involved, and then to give them the respect of hearing them out about their questions—making sure everyone's on the same page before we start."

"I would like to have something tangible that I can share with the rest of the people [at my organization] and even suggest changes. Otherwise, we might be repeating the same experience of last year. Again, since I didn't have specific feedback, it's hard for me to find the right path right now."

Additional contact from the DAP Leadership Team—and help with messaging the program—was requested

- George Luna-Peña's visits to sites were appreciated
- Respondents suggested that contact with additional individuals and departments, beyond those directly involved in the DAP, should be increased to heighten and broaden the understanding of the program and how staff can best work alongside apprentices

"The specific visits [to partner sites] were usually during the internship. I wonder if doing them earlier would be something that could be useful. Also, to get to know the people that are really going to be in touch with the apprentice.... 'What is the purpose of the program?' 'Who's going to be supervising the apprentice?' .... To emphasize again that it's not an internship, it's not an intern. This is an apprenticeship. It's more involved. It requires truly embracing the person as part of the team. To be treated like an equal."

"You're teaching them but you're also learning how to teach them, and we're not always set up to do those things."

Organizational culture and change influenced involvement in the program; it was difficult to get buy-in and commitment at all levels

- Some partners and mentors indicated the importance of getting true institutional commitment; one recommended a VIP event for CEOs and Directors of partner institutions to better ensure understanding and buy-in
- Partner sites acknowledged that what was going on internally in their organizations during the program (e.g., leadership change, staff turnover, building expansion) had an impact on their ability to fully participate in DAP

"I think the integration [of apprentices into the team] is real important and I think somehow the managers of the space or the mentorship at the space, whatever it is, even a museum or a cultural center, they really need to focus on that. They really need to work hard on that part."

"From my museum towards them, the apprentices, there's definitely respect, yes. One of the highlights that I'm most proud about my institution is that, as I mentioned before, we are very diverse staff."

"Since we wear lots of hats ... my team, we are the art installers. We handled the art, the registrar and myself, and we have two other art installers who are also part of the Facilities department. Since we were in the middle of restructuring the departments, my concern was: who is going to be leading the apprenticeship and was the Facilities department ready to do this. Would it be collections or curatorial. We had conversations internally, and then we ended up deciding ... the director ended up deciding I was going to be the main contact and lead the efforts."

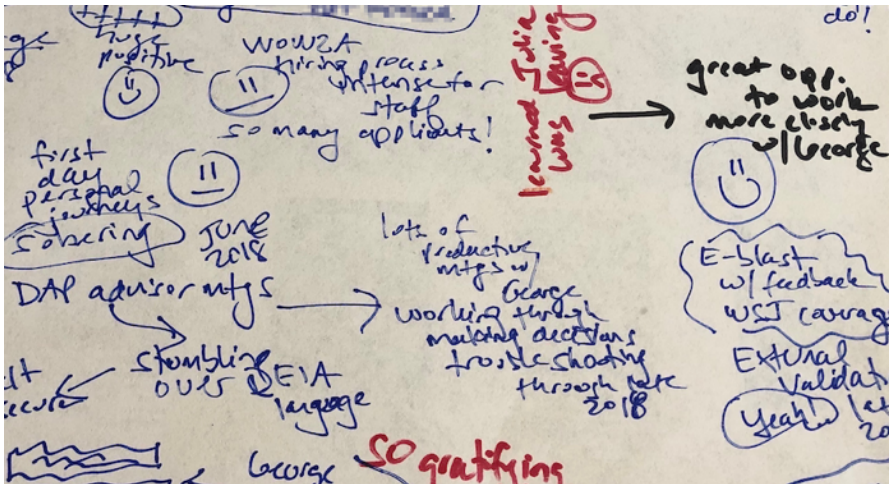
Advisors, partners, and mentors shared ideas for sustainability and growth of the program

- Some partners and mentors see the program as a model, and they wonder how to sustain and grow it
  - Partner sites may be able to promote the program through collaboration
  - Mentors considered getting together as a group may be beneficial, giving them the opportunity to learn from and support one another
  - Partners and mentors saw the potential of elevating year one apprentices and year two mentors and establishing a leadership track for DAP graduates
  - Some partners and mentors saw ways to improve training materials, including taking on roles in developing materials and leading sessions
  - Like apprentices, some partners and mentors mentioned that apprentices should be prepared for the reality that contract work is often necessary in art handling
  - Occasionally, partners and mentors mentioned the complexities and challenges (transportation, anxiety, child care, etc.) that apprentices had in their lives while part of the DAP; they voiced the question of whether more support services were needed for apprentices in the program
  - Like apprentices, some partners and mentors saw a need for additional training in communication, especially communication in professional settings
  - A suggestion was made for a shared DAP calendar to track rotations, placements, show openings, and events across organizations

"This is the kind of program that fulfills me, and I think it's very important on a personal level. This is something that excites me. That's why they have an ally. Whatever they need, they just need to let me know."

"I think it's a really important program and it's so important that I hope it moves from being sort of this pilot to being something that is just fully implemented as a full-time program because I think that there are so many people who don't have that way in.... I think the overwhelming amount of people who applied for it shows the need for it to exist and to figure out how it can exist is what we should start thinking about now."

"I want apprentices to be coming to my place of employment, and to work alongside me. I want to continually be with these new cohorts that I get to meet and learn from, as well as share my knowledge. I want to be able to share that everybody's busy and employed and enjoying what they're doing and paying it forward."

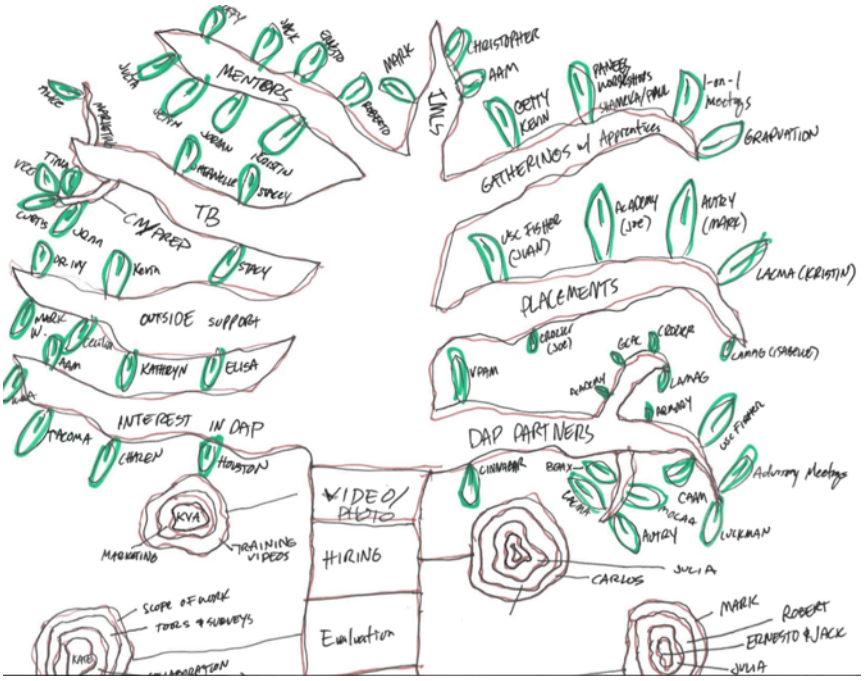


[excerpt from DAP leadership team journey map]

"It hasn't always been easy. And yet, when I think about the confidence that they have in me, the support that they've always given, the excitement and enthusiasm that they have for the program, the desire for wanting to see it be successful—that keeps me going and keeps me grounded in the work.

"I know that the work that we all did this year is foundation, it's groundwork for next year's cohort. That really keeps me motivated to continue on this sort of journey, on this path."

—George Luna-Peña, DAP Leadership Team



[DAP leadership team journey map]

[photo by kya lou]

APPENDIX A—Diversity Apprentice Program Logic Model

Project Name: Diversity Apprenticeship Program (v1 05/11/2018)
Purpose Statement:

Situation & Priorities	Inputs	Outputs		Outcomes → Impact		
				What We Expect To Change		
		Activities	Participation	*Thoughts Awareness Skills Attitudes Motivations Aspirations Knowledge*	*Actions Behaviors Policies Practice Decision-Making*	*Big Condition Shifts Social Political Status Economic Environmental*
	Our Resources	**What We Do**	**Who We Reach**	**Short Term** **mind-shifts**	**Medium Term** **behavior changes**	**Long Term** **systemic change**
	-The Broad staff -Advisors -Partner / host organizations -Apprentices -IMLS grant / $ -Facilities / space -Time -Materials -Tools -Equipment -Knowledge -Commitment -Vision -Passion	-Outreach to other museums -Build excitement -Build partnerships -Convene advisors -Preparation from institutions -Work on timelines -Project management -Meetings -Recruit apprentices -Interview apprentices -Hire apprentices -Write trainings -Develop curriculum -Train / share knowledge with apprentices -Train partners / host organizations -Place apprentices / finding fit -Onboard / orient apprentices -Mentor apprentices -Evaluate progress and outcomes -Report back to funder -Share findings (within team and with wider field) -Consider sustainability / expansion	-The Broad staff and leadership -Advisors -Partner organizations / host organizations -Mentors -LA Community -Apprentices -IMLS -Wider field (museums, etc.)	**Apprentices Feel Valued and Supported** Apprentices feel valued (3) Apprentices feel comfortable and included (2) **Apprentices' Confidence Grows** Apprentices have confidence to apply for jobs (3) Confidence in new skills (1) **Apprentices Gain Art Handling Knowledge and Skills** **Partner Organizations & Mentors Increase Knowledge, Skills, and Awareness re: Bias, Diversity, and Inclusion** Awareness of bias (3) More inclusive thinking about recruiting and hiring host organizations (1) **Partners, Mentors, & Apprentices Trust and Respect One Another and are Open to Teamwork** Trust in others (2) Openness to teamwork (1) **Partners, Mentors, & Apprentices Inspired & Passionate** **DAP Known / Recognized in Los Angeles Community**	**Apprentices Employed as Art Handlers** New career opportunities for apprentices (4) Employed apprentices (2) **Partners, Mentors, & Apprentices Work Together as a Team** Teamwork (3) **Apprentices Inspire & Motivate Others** Apprentices will share their stories with larger audiences (1) **Advisors & Partners Organizations Change Decision-Making and Practices to Become More Inclusive and Equitable** Inclusive policies and actions at host organizations (1) **Apprentices Engage in Proper Art Handling** **Increased Visibility of Art Handling and Preparation** **DAP Promoted and Recognized**	**Museums and Art World as Inclusive, Equitable Spaces** Museum staffs represent the communities they serve (5) Fair for all workers pay in museums (4) **Shared Humanity Through Ending Oppression** Shared sense of humanity (1)
	Assumptions—in place now and we'll continue to rely on			**External Factors**—out of our control, but could influence the above		

Diversity Apprenticeship Program Year 2 Evaluation Report

The Broad

August 27, 2020 (v5 Final; April 8, 2021)

Prepared by Kate Livingston

[photo by Kya Williamson]

Key Evaluation Findings from Year 2

- The Diversity Apprenticeship Program (DAP) is responsible for tangible growth and learning—from increasing apprentices' skills and confidence, to exposing and confronting organizational bias, to cultivating a cadre of trained, experienced preps who are reflective of and responsive to the communities in which they live and work
- Apprentices gain concrete and applicable art handling skills and experience via the DAP; there was improvement in every one of the 22 skills measured during Year 2 of the program
- Apprentices (from Years 1 and 2) and program partners alike (including advisors, placement site staff members, and mentors) view the DAP as unique and necessary—both in providing unparalleled training in art handling and preparator work, and in highlighting inequities in museums and the art world
- The DAP cultivates powerful connections—apprentices bonded with each other, their mentors, and the DAP Leadership Team; placement site staff members noted personal and organizational change, sparked by the apprentices' presence in their institutions
- Trust and respect are essential to the DAP's success; placements were perceived as most successful when apprentices' roles and abilities were clearly understood, appreciated, and nurtured
- The DAP's mission of diversifying who gains access to museum networks and job opportunities (specifically in art handling and prep work) is being achieved, starting with intentional apprentice recruitment and further exemplified in apprentices' job offers post-program; that said, the DAP's mission of increasing equity and inclusion in the field has been challenging, with apprentices in both cohorts citing pervasive bias and discrimination

- There is great variability in individual and organizational experiences within the DAP, particularly for apprentices at placement sites; this variability results in several desired short-term outcomes not being fully realized; as short-term outcomes cascade into medium- and long-term outcomes, these too are not yet entirely realized
- Follow-up with Year 1 apprentices (graduates of the DAP's first cohort) indicates that positive outcomes continue to develop for apprentices after completing the program; specifically, job retention, a strong network of support, leadership opportunities, and continued engagement in equity and inclusion efforts were referenced by alumni

Evaluation Overview and Methods

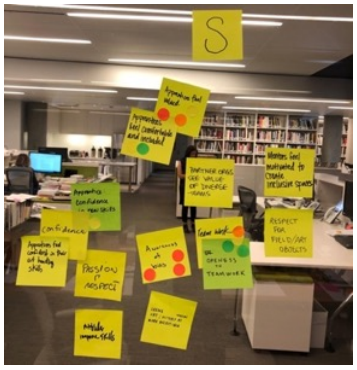
As part of the Diversity Apprenticeship Program (DAP), supported by the Institute of Museum and Library Services, ExposeYourMuseum LLC conducted ongoing external evaluation and progress reporting throughout the project's second year of implementation (Summer 2019–Spring 2020). This report synthesizes Year 2 data and findings and compares findings to those from Year 1. The results will inform future years of the program and provide practical information applicable to similar programs at other institutions.

As stated on The Broad's website, "As part of the museum's commitment to diversity, inclusion, and equity, The Broad created the Diversity Apprenticeship Program to provide opportunities for people to gain the training and experience they need to pursue rewarding careers in the art world, and to increase respect for the field of art handling as a profession.

"The DAP offers a nine-month, paid, full-time apprenticeship in preparation/art handling. We are especially committed to offering this opportunity to individuals from communities underrepresented on museum staffs and who are interested in building careers in art and cultural institutions."

The DAP Logic Model—created during a workshop with the DAP Leadership Team and advisors prior to the start of the first apprentice cohort (facilitated by Kate Livingston of ExposeYourMuseum on April 24, 2018; attached as Appendix A)—defines desired short-, medium-, and long-term outcomes for the project. Short-term outcomes center around thoughts, awareness, skills, attitudes, motivations, aspirations, and knowledge:

- Apprentices feel valued and supported, comfortable and included
- Apprentices' confidence—in their own skills and to apply for jobs—grows
- Apprentices gain art handling knowledge and skills
- Partner organizations and mentors increase their own knowledge, skills, and awareness in the realms of bias, diversity, and inclusion
- Partners, mentors, and apprentices trust and respect one another and are open to teamwork
- The DAP inspires passion among partners, mentors, and apprentices
- DAP becomes known and recognized in the Los Angeles Community



Images from logic model workshop held on April 24, 2018
[photos by Kate Livingston]

Medium-term outcomes focus on actions, policies, decision-making, behaviors, and practice shifts:

- Apprentices find new career opportunities open to them; they become employed as art handlers
- Partners, mentors, and apprentices work together as a team
- Apprentices inspire and motivate others; they share their stories with larger audiences
- Advisors and partner organizations change practices, policies, and decision-making processes to become more inclusive and equitable
- Apprentices engage in proper art handling
- The visibility of art handling and preparation increases
- The DAP is promoted and recognized

Long-term outcomes include systemic shifts, for example changes to social, political, status, economic, and environmental conditions:

- Museums and the art world generally become inclusive, equitable spaces; museum staffs represent the communities they serve and compensate all workers with fair pay
- A shared sense of humanity emerges through ending oppression

Evaluation results from Year 2, as detailed in this report, indicate that desired short- and medium-term outcomes are being advanced by the program, however several are not fully realized. In particular, the variability in apprentices' experiences across partner sites prohibits several outcomes from being fully realized. Shifts of mindset (short-term outcomes) and behavior (medium-term outcomes) are prerequisites for the systemic change (long-term outcomes) the program hopes to contribute to. Findings suggest opportunities for improvement in future program iterations, especially as related to equity and inclusion goals.

The Year 2 DAP evaluation utilized **four primary methods**:

- **Apprentice Surveys**
  Apprentices completed 3 online surveys throughout the program (all 8 apprentices completed Survey 1 in June 2019 and Survey 2 in September 2019; 7 of 8 apprentices completed Survey 3 in March 2020)
- **Ongoing Placement Feedback Surveys**
  Apprentices had the option of providing feedback throughout the program on individual site placements; the DAP Leadership Team shared excerpts and key themes with placement hosts (17 placement feedback surveys were completed between August and December 2019; each apprentice completed at least one)
- **Apprentice Interviews**
  Six apprentices participated in phone or video call interviews after the program's completion (May 2020)
- **Advisor, Partner, and Mentor Interviews**
  Seven advisors, partners, and/or mentors participated in phone interviews after the program's completion (May 2020)

The following report is divided into sections corresponding to the methods above. Each section includes qualitative findings and, where applicable, quantitative analyses of survey data.

The Broad's photographer/videographer, Kya Williamson, documented the DAP program and its participants, capturing apprentices throughout their training and placements at museums and arts organizations; images are included throughout this report. Supplemental images have been excerpted from apprentice, advisor, partner, and mentor "Journey Maps" (completed by participants prior to interviews); Journey Maps encouraged reflection on individual DAP experiences. Images in this report may not be reproduced without permission.

In addition to the methods outlined above, Kate Livingston (principal at ExposeYourMuseum) facilitated a "Year 2 Reflection" video call interview in July 2020 with the two staff members at The Broad who oversee the DAP program (i.e., the DAP Leadership Team): George Luna-Peña (DAP Program Manager) and Stacy Lieberman (Deputy Director). Quotes from the **DAP Leadership Team Interview** appear throughout the report in call-out boxes.

Year 1 (2018-2019) apprentices were invited to complete a "check-in survey" to assess longitudinal effects of the program; 7 of 8 Year 1 apprentices completed the check-in survey. Findings from the **Year 1 Apprentice Check-In Survey** are included in a separate section of this report.

The report concludes by **comparing Y1 and Y2 evaluation findings**.

APRENTICE SURVEYS

Apprentices completed surveys accessed online at three points during Year 2:

- Survey 1: June 2019 (8 respondents)
- Survey 2: September 2019 (8 respondents)
- Survey 3: March 2020 (7 respondents)

Apprentice survey responses revealed several overarching themes, indicated growth and change over time, and suggested opportunities for the future of the program. Key themes are noted below, accompanied by anonymized quotes from the apprentices' survey responses.

[photos by Kya Williamson]

Apprentices expressed gratitude for the program and the opportunity to participate in it

- Apprentices recognized the importance and potential of an apprenticeship program focused on creating career pathways for those traditionally marginalized by museum, arts, and cultural spaces—and were grateful to have been selected to participate
- They gained knowledge, experience, skills, tools, confidence, and contacts
- Apprentices appreciated the inclusive recruitment strategy, application and selection process, introductory activities, clarity and structure of the program, training provided, variety of assignments, support and mentorship, and opportunity to do hands-on work
    - They expressed that the experience is likely to be valuable to their future work and careers
- The DAP Leadership Team (and especially George Luna-Peña), program mentors, and fellow apprentices in their cohort received praise

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"Part of what we did after the first [Year 1] *recruitment was really look at how we did. Did we reach the communities that we were trying to reach with recruitment and how do we continue to stay involved with some of the community organizations that we've made connections with? I was happy that I had that opportunity to reflect on the first recruitment and, while it was really successful, I think some areas were lacking. So, doing that level of analysis set the foundation for what eventually became the cohort of the eight folks that we had* [in Year 2]."

George Luna-Peña, DAP Leadership Team

"…the ability to have an opportunity to apply for a program like this and the surprises of the interview process that made it fun & personable."

"I like that DAP branched out to different events throughout Los Angeles to reach a broad scope of 'communities.' The event I found DAP at was the Trans Job Fair…. I am grateful that they were there."

"I like that George [Luna-Peña] *cares so much about welcoming us, and that I can tell a lot of thought has gone into the program. I like that the syllabus is very clear, so I know what we'll be doing next."*

"George [Luna-Peña] *feels like a guardian angel. Even though everyone has been so nice and welcoming, there is just something that George can offer in terms of comfort that I really appreciate. He makes a place like The Broad, and the LA art world, feel not so inaccessible."*

"…we do spend those first two days together just getting to know each other and building trust. Those first two days I see as really, really important. It's a first impression and if you don't feel safe in those first two days that can potentially carry through the rest of the program."

George Luna-Peña, DAP Leadership Team

[photo by Kya Williamson]

"George is very gifted at that kind of training and making people feel comfortable…. He really has a way of making people feel included and part of a community…. He's really very good at it. And in those moments when everyone comes in with their nerves and all of their selves, George really sets a stage."

Stacy Lieberman, DAP Leadership Team

"…the things I like are the welcoming environment, meeting the staff/fellow cohort, and the organization of the program. The structure of having the next four weeks clearly presented to me was very helpful in knowing what to expect and what resources I would have access to during that time. Additionally, the diversity of the staff and types of projects they are currently working on gave me an introduction to the variety of individuals I'll most likely meet throughout the program."

"I appreciate how involved my site colleagues are in mentoring me and collaborating with me. It helps me to see that the program is actually making an impact and something they are willing to support."

"I am anticipating that this will offer me a wider range of skills and experiences that will be extremely useful to me in my future in the working world of art."

Apprentices made progress toward the goals they established in the program, and began to set new goals

- Goal-setting and tracking supported many apprentices' ability to see change and progress throughout the program
- Short-term, skill-building goals were easier to achieve during DAP than longer-term, broader goals
- Once goals were achieved, more could be created; making and achieving goals was not perceived as ending with the program
    - General goals included: building relationships, becoming adept as art handlers/preparators, finding a fairly compensated job, and ongoing growth as a professional
    - Specific goals included: working privately with an artist, installing an unusual piece (e.g., Kusama), gaining woodshop experience, and mount-making
    - Goals related to personal and professional growth included: becoming a confident preparator, understanding the LA art world, and making more art

Survey 1	Survey 2	Survey 3
"My ultimate career goal and where I hope to be soon after the apprenticeship would have to be either working for a collections management department at a museum or in prep at a museum. Hopefully if I do end up going to grad school, my hope would be to become a registrar at a museum."	*"My goals so far with feeling more comfortable with the table saw has definitely been progressing! I can't wait to gain more experience at my other placements (hopefully). I also set a goal to become more knowledgeable about packing materials and have been able to use so many different materials. I do feel more confident with my knowledge of materials and will continue to practice with them."*	*"I definitely feel as if I have reached my goals throughout this program. Number one was my nervousness about working with saws and now I am more excited to get more and more time with such tools. I also aimed to learn more about materials and how they relate to the conservation of an object. With most if not all my sites I have really gotten to work with conservators and learned so much more than I could have imagined and cannot wait to continue to learn even more."*

Example of an apprentice's goals and goal achievement over time

[photos by Kya Williamson]

- While goal-setting and tracking was useful for most apprentices, some did not find utility in this aspect of the program

"I don't remember what [my goals] *were. I think it was mount-making and getting a job in a museum? I've got a job in a museum, but the mount-making I got a little experience at one of the sites. Not sure either of* us [apprentice or mentor] *understood how to set the goals or pursue them."*

Apprentices reflected on notable growth and learning throughout the program

- Growth was often associated with trying things outside their "comfort zone" and taking a proactive approach
- Skill-building and learning tools was a key area of growth and learning
- Many apprentices experienced anxiety about—and growth in—communicating with different kinds of people in professional settings; this often appeared related to issues of equity and inclusion

"I've gotten better at striking up conversations with people in various other departments and more comfortable with asking for things (information, advice, etc.)."

"I've learned to speak up and ask for what I want and need in regards to work."

"Throughout each placement, when I represented myself as confident and capable other employees treated me the same. I think starting every placement with clear expectations as to what I knew already and what I would like advice or help with helped others to navigate around my experience. When I was more timid or didn't ask for input from others, they were more likely to step in or treat me as less capable."

"I've learned a ton of things about tools and hardware, and I'm much more confident about figuring out how to tackle a project by myself since I'm familiar with all the tools."

"I think at the beginning I felt timid and was hesitant to actually do preparation. I think I've grown past that stage now and am more willing to vocalize/play an active role on the team…. I 've also felt more independent and assertive since starting the program."

[photo by Kya Williamson]

Confidence increased, especially as related to apprentices' art handling and preparator skills[1]

Survey 1	Survey 2	Survey 3
3.75	3.88	4.71

Average rating (out of 5) on each survey re: current confidence level

[1] In all quantitative data (unless otherwise noted), respondents answered using a scale of 1–5, where 1 was low and 5 was high.

"Before this program, I allowed the world around me to convince me that my skills were distracting hobbies that weren't as important as 'real work'…. I've become way more confident in my skills and also more likely to volunteer for a challenge. Since I've been able to gain so many new skills during this short program, now I believe I can probably learn anything I want to. Being around so many mentors and people who chose to devote their lives to their curiosity or their love of building and materials, has made me more secure in my life choices."

"I think I've aced my goal as being a more confident preparator..."

"I really enjoy the hands-on training that the DAP program has provided for us. Going into to our first rotations with those skills more solidified really helped with feeling more comfortable and confident in the museum job setting."

"The DAP helped change me in so many ways. I definitely feel more confident in my ability as a preparator and am more willing to take on challenges now."

[photos by
Kya Williamson]

"I really like gaining confidence with tools and techniques and getting one-on-one training. I think I've grown the most in that way."

"I feel a lot more equipped to do the actual work at a variety of museums and galleries and I'm confident I can step in and find my way around."

Apprentices' art handling and prep skills improved dramatically, both individually and as a group
[see Self-Ratings on Tools and Skills tables on Page 9 for details]

- As a group, there was improvement in every one of the 22 skills measured over the course of the Year 2
- The greatest growth occurred in apprentices' "Using a Johnson Bar (J-Bar)/Using an extension on a J-Bar," which started off with the lowest average rating (1.25) and showed the greatest positive change over time (up 3.18 points, to 4.43)
- In addition, the skills of "Crate handling, packing, and unpacking" and "Understanding the differences between installation/hanging hardware" also began with low ratings and notably increased by the end of the program
- Individually, every apprentice rated their overall skills as higher on each subsequent survey

Group Self-Ratings on Tools and Skills

Skill	Handling 2D Objects	Handling 3D Objects	Delicate/Fragile Objects	Lifting Heavy Objects	Environmental Factors	Using Carts to Transport	Stacking Framed Works	Proper Packing Methods	Differences Betw. Packaging	Using a Lift	Using a J-Bar	Using a 4-Wheel Dolly	Using a Pallet Jack	Cavity Packing Objects	Safely Transporting	Identifying Proper Hardware	Differences Betw. Hardware	Placement of Art on Wall	Using Tape Measure	Museum Career Paths	Crate Handling, (Un)packing	Using Tools	AVERAGE across all skills
Survey	Average rating on scale of 1 to 5 (where 1 is low and 5 is high)																						
#1	4.38	3.50	3.63	3.75	3.25	3.25	2.63	2.38	1.63	2.50	1.25	2.88	2.88	2.00	3.00	2.50	2.13	3.50	4.13	2.63	2.13	4.25	2.91
#2	4.50	4.00	3.88	3.88	3.38	4.38	4.13	4.00	3.25	3.38	3.38	4.75	4.50	3.75	3.88	3.38	3.75	4.00	4.63	3.00	3.63	4.75	3.91
#3	4.86	4.71	4.57	4.43	4.14	4.86	4.57	4.57	3.86	4.71	4.43	4.86	5.00	4.14	4.86	4.71	4.57	4.57	4.86	4.00	5.00	5.00	4.60
Change*	0.48	1.21	0.94	0.68	0.89	1.51	1.94	2.19	2.23	2.21	3.18	1.98	2.12	2.14	1.86	2.21	2.44	1.07	0.73	1.37	2.87	0.75	1.69

- Highlighted cells indicate the skills where positive greatest change occurred between Survey 1 and Survey 3
- * "Change" represents the change between Survey 1 and Survey 3—for example, the average rating for "Using a J-Bar" increased by 3.18 between Survey 1 and Survey 3, from an average of 1.25 to an average of 4.43

Individual Self-Ratings on Tools and Skills

Apprentice	Survey 1	Survey 2	Survey 3	Change
	Average of apprentices' skills rating on each survey			From Survey 1 to 3
1	2.9	3.0	4.7	1.8
2	2.0	3.5	4.2	2.2
3	2.1	3.2	4.0	1.9
4	3.5	4.6	5.0	1.5
5	3.0	4.1	4.6	1.6
6	4.2	4.6	--	0.4
7	3.8	4.4	4.7	0.9
8	1.9	3.9	5.0	3.1

Apprentices experienced a range of heightened emotions throughout the DAP—especially excitement and anxiety

- Sources of anxiety for apprentices included fitting in (at partner organizations and in the museum/art world more broadly), networking, lack of structure at placement sites, the possibility of damaging art, pay and pay equity, the lack of true commitment to equity and inclusion in the field, and—at the end of the program—the potential impacts of Covid-19

"Something I am nervous about is the community of art preparators and 'fitting in.' All of us involved in DAP now know that the world of art preparators is overwhelmingly white and male. I worry about daily socializing, being taken seriously, being respected, being included etc."

"I am always very nervous about the social aspect. I walk into spaces with walls up, not feeling like I can be my complete self."

"I definitely feel anxious about the pace at which I'll be meeting new people and how to continue networking beyond the initial introduction."

"My only real concern is about the artwork…"

"I am nervous for some of my next placements if there isn't as much structure or tasks planned. I definitely want to be working and constantly learning. I am nervous about just 'standing around' or not being used as a competent and working individual."

"At this point I'm concerned about salary equity, and general working conditions as a prep. I feel a lot more equipped to do the actual work at a variety of museums and galleries and I'm confident I can step in and find my way around, but the non-technical aspects are still confusing and stressful."

"What I am concerned about is the DAP becoming a stand-in for feel-good, neoliberal diversity."

"With COVID-19 I feel the need for unemployment options, as well as support for freelance workers."

"It's always a sad moment to say goodbye, and this year they graduated in early March and six of the eight of them had jobs lined up immediately. Another one had a job lined up a little bit in the future. All of that went away because of the closures and COVID, so it's been sad to see that because you're just finished your training program… and all of a sudden, the museum field is shrinking—and shrinking in ways really affecting folks of color, especially in the prep world. Even when museums start reopening, they're not going to have prep teams that are 12, 14, 15 deep. So work is just going to get a little harder to come by. It's been interesting to still be a part of their lives while they're going through this process."

George Luna-Peña, DAP Leadership Team

- Despite anxieties, excitement and enthusiasm generally stayed high throughout the program; apprentices remained optimistic
    - Excitement was often related to networking and making connections, being up-close with the art/artworks, and being able to try out various art handling and prep skills at placement sites

"I am excited about my cohort, the work we are doing, and the support in terms of training, mentorship, and supervision."

"I am most excited to keep working on a diversity of works. I did jewelry-type work yesterday to repair a piece from Japan. I am excited about the skills I am building and the new projects I am finding myself working on."

"I am very much looking forward to hanging and de-installing more shows. I have gotten to handle so many beautiful and priceless works at [placement] *so far that I can't wait to see what other institutions will have me work on. I am excited to see how other institutions operate and design their exhibits."*

- For several apprentices, excitement progressed from discrete skill-building to broad career possibilities

Survey 1	Survey 2	Survey 3
"I am really excited to start learning all the techniques, and to meet mentors and find out about the different sites."	*"I'm really looking forward to meeting people and placements that I might want to work with and making those connections for later. I'm excited to work at sites with material that appeals to me."*	*"I'm happy to be part of this community now and able to build this network of friends and supporters, and advocate for better working conditions. At times during the program I wondered if I really wanted to work in this field, but now I know enough wonderful people who make it all worth it. I'm invested in the future of our industry and I'm excited to be involved in changing it for the better."*

Example of an apprentice's excitement throughout the course of the program

Apprentices felt valued by the DAP Leadership Team and trainers; the degree to which apprentices felt supported fluctuated throughout the program, affected by how valued they felt at their current placement sites

- Apprentices' self-report ratings on feeling "valued" by those running the program (i.e., the DAP Leadership Team) and by the trainers received consistently high marks
- Self-report ratings for feeling "valued" by placement sites varied throughout the program, as did self-report ratings for feeling "supported"
    - These two ratings appeared to affect one another; feeling supported waned when apprentices felt less valued at their placement site(s)

Survey	Valued by Those Running the Program	Valued by Trainers*	Valued by Placement/ Partner Org**	Supported
	Average rating on scale of 1 to 5 (where 1 is low and 5 is high)			
1	4.63	--	--	4.75
2	4.50	4.50	4.0	3.75
3	4.43	--	3.71	4.29

* "Valued by trainers" question only appeared on Survey 2, following the training
** "Valued by partner organization" question appeared on Surveys 2 and 3, once apprentices were in placements

- Apprentices identified transportation as a key challenge, though noted the DAP Leadership Team took measures to alleviate this
- Additional support around mental health and overall wellness were key areas apprentices identified
- Additional skill-building around salary negotiation and pay equity was requested

"I think transportation may become an obstacle for me."
"I think that transportation to the [placement site] *would be my biggest concern, though it does seem to be handled."*

"Transportation, scheduling, and mental wellness. Creating a positive work environment is very important to me."

"It has opened my eyes to a lot of different ways this field can make people feel excluded. Just hearing from apprentices and the experiences that they have. Whether it's this moment in our nation, though I had already started to hear this in recent years. The expectation of a new generation of individuals who want to contribute to organizations in meaningful ways and appropriately honor and care for themselves—and to be appropriately honored and cared for."

Stacy Lieberman, DAP Leadership Team

"Emotional and mental health, along with access to healthy foods and medicines is important in taking care of one's body, mind, and spirit. As an art preparator, the health and the alignment of body, mind, and spirit feels extremely important."

"I would like to have a counselor who is experienced in issues of workplace discrimination, who we can talk to throughout the program."

"Support in knowledge sharing around fair rates and negotiation in finding jobs."

[photo by Kya Williamson]

Apprentices felt underutilized at some placement sites, leading to feeling undervalued

- Apprentices often felt they were asked to do work that was incommensurate with their skills and training
- Apprentices expressed frustration at not be being taking seriously at their placement sites; they cited being treated as interns, referred to as "kids," and/or feeling like "free labor"
    - In several cases, apprentices noted a lack of differentiating apprentices from interns and/or junior level employees, including failure of sites to continue training and development during placements
- Apprentices acknowledged that placement sites did not always understand the mission of the DAP and/or the role of an apprentice

Ideas for improvement:

- Apprentices suggested more careful vetting of placement sites, ensuring participating organizations were aligned with the DAP's mission and core values
    - Additionally, apprentices believed that a commitment from site staff to their teaching roles may lead to more successful placements
- Apprentices suggested additional trainings and briefings about the program for all placement site staff, in hopes of increasing understanding and setting expectations

- Specifically, apprentices felt the core tenants that apprentices are onsite to work and to learn needed to be stressed

"I get nervous for my placements at times, hoping they truly understand why they are a part of this program and that they do that work alongside with us. Allowing us the ability to learn and grow together. I notice it's hard to get proper training/work experience if people just see you as laborers and not apprentices."

"I also wish the partner sites knew that they were supposed to be training me and not just including me as another member of their teams…. Some of them treated me as less qualified than a new hire, and restricted my responsibilities because they didn't know what my abilities were. However, they didn't necessarily have any plan for finding out what level I was at, and helping me to grow from there. At these sites, I realized that other preps on staff were being asked to 'babysit' me, and they would assign me to repetitive tasks like painting pedestals because they didn't know what to do with me. There was no schedule for advancing me beyond a basic level."

"I'm concerned that there is a possibility that partner sites are taking advantage of cheap/free labor under the guise of 'diversity and inclusion.'"

"I know that most everyone is trying to be helpful towards us in the DAP, but I do still feel as if I can be treated as lesser than. Even though I do have a lot of previous experience in the art world."

Apprentices wanted more opportunities to connect with fellow apprentices in their cohort

- While additional efforts were made by the DAP Leadership Team in Year 2 to increase opportunities for apprentices to communicate and connect—as well to sometimes be placed at sites together—apprentices craved an even greater sense of community within their cohort
- Fellow apprentices were perceived as a critical source of support and empathy throughout the program

---

"My role is just being able to provide the space for them to get to know each other, because they're going to be leaning on each other for the next nine months."

George Luna-Peña, DAP Leadership Team

"I have really enjoyed being able to work with another person in the DAP program at my placement site and I feel as if others could benefit with being able to do so as well. It can be intimidating going into these institutions without knowing anyone."

"I think facilitating a way to support and connect the apprentices more would have been cool. We didn't get to really see each other's opening receptions/hard work throughout the DAP unless we went on off-days."

"I really appreciated the cohort gatherings that we had almost once a month, but I would say I would have loved meeting a bit more often. If we could have had at least 2 check-in days together a month, it would have helped to feel more connected to the group."

"More time for just apprentices to commune. This is important because we are the only ones that know what it's like, and to have ears that understand and ears that we trust is important for us to really explore and release our true feelings."

"I also like the team bonding events a lot, because it helps me cope with frustrating things at my placement by talking to the rest of the cohort. "

"I think instead of the text thread as a group, it would be nice if we could have a group website or page to share things we've learned and our photos. It feels very isolating at my placements, and it would be nice to feel like it was easier to connect with the other apprentices."

"I wish I was able to work with the other apprentices more in general, but specifically at sites."

[photo by Kya Williamson]

Apprentices' experiences with their formal mentors varied; regular contact appeared to be a differentiator, and additional structure within mentorship was requested

- For some apprentices, the mentoring experience was extremely positive; apprentices mentioned regular contact was part of what made the mentorship experience work well

"Everything is going really great with my mentor! I feel as if we have a lot in common and she sets aside time to make sure to check in with me. I feel like that I have been very lucky to be able to work with my mentor and really see what her roles include."

"I thought [my mentor] *was extremely supportive and available throughout the DAP. I couldn't have done it without her."*

"[My mentor] *is the best. Honesty, I cannot recommend her enough as a mentor. I feel seen and understood by her. Deeply. Genuinely."*

- Others wrote about how they were not able to meet with their mentors regularly; busy schedules, geographic distance, and uncertainty (on the part of the apprentice) were noted factors

"Sometimes I don't know what type of conversations to have. I do much better in person, I think, but distance is my big obstacle over the course of the apprenticeship."

"I don't really speak to my mentor. We are just busy doing our jobs, I guess. I'm not too worried about it."

"I think it will improve now that I am geographically closer."

- In addition to apprentices' formally assigned mentor, additional mentorship was found throughout the program

"I feel as if I've also gained so many mentors along the way because so many people have been so helpful. So, I feel as if, along with my mentor, she and others have worked together to help me feel confident and secure with my growing skills."

- Apprentices suggested that mentorship may benefit from more structure, including clearly defined, supported points of contact between mentors and mentees

"I need to email them more. Maybe mandatory check ins?"

"I wished my mentor and I talked more. Maybe making the mentorship more accountable to check in once a week?"

"Might be better to just set those meetings way in advance. I kind of forget about him because he doesn't reach out to me and we both aren't good at scheduling. I like him but we don't talk much."

- For some apprentices, hopes for mentorship were not fully realized

Survey 1	Survey 2	Survey 3
"[I am hoping for a mentor] *…who is empathic, supportive, gives feedback/ good constructive criticism, open-minded, relatable."*	*"I need to email them more. Maybe mandatory check ins?"*	*"I wished my mentor and I talked more. Maybe making the mentorship more accountable to check in once a week?"*

Example of an apprentice's perspectives on the mentorship process over time

- Apprentices felt valued by mentors overall, though it varied widely by apprentice

Survey 1	**Survey 2**	**Survey 3**
--	4.38	4.0

Average rating (out of 5) on each survey re: how valued apprentices felt by mentor

- The range of experience for apprentice-mentor relationships skewed generally positive, however individual apprentices' ratings varied widely (especially on Survey 3, at the end of the program)
- In response to the question, "Do you plan to stay in touch with your mentor after the program?" four out of seven apprentices said "yes"; the other three indicated they were "undecided/not sure"

Apprentices observed a lack of diversity at several placement sites; however, apprentices also noted that staff diversity did not guarantee organizational commitment to equity and inclusion

- For many apprentices, the lack of diversity they experienced aligned with previous experiences and expectations

"As a person of color with an Art History degree I have felt that the opportunities for people of color who are less financially secure are few and far between. My other classmates could do as many non-paid internships without consequence of having to work a living wage. I do feel that the art world, especially the museum world is a closed circuit and catered to those with an in or legacy."

"I worry that the preexisting staff will be dismissive of the program's goal or even treat us differently because we were 'diversity hires.' In my experiences in the art world, the workplace culture can be discouraging because it's so unfamiliar."

"I think that this program is great. There aren't many opportunities for diversity in the art world due to nepotism and inaccessibility to resources (which is slowly changing). I hope to see and meet more of the staff members just so I know that this commitment to diversity and inclusion doesn't just end at the DAP."

"My understanding of the art world is nuanced, as it has both been formative to me as an artist and also had heavy negative impact on low-income communities of color, both on an individual and a systemic level. My impressions of equity programs are similar, as something that has clear benefits and clearly positive intentions but often lacks follow-through. So, I think this will be a positive experience with some unforeseen drawbacks."

[photos by Kya Williamson]

Anna Nelson

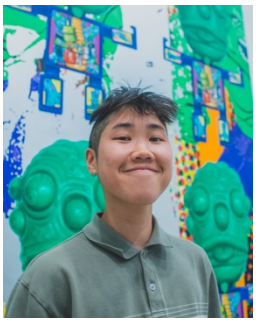
Gozie Ojini

Cecilia Sweet-Coll

Evelynn Irene Bird

Jose Hernandez

Jasmine Tibayan


Ro Vo

Desiree Monique

- The discriminatory treatment some apprentices personally experienced and/or witnessed during the DAP emphasized inequities in the field

"I didn't realize how discouraging it would be to be so isolated in a placement. The majority of the discrimination is subtle in a way that makes me constantly question my own judgement and messes with my self-esteem. It sometimes makes me want to quit and find another career so I don't have to work with people like that. I didn't expect this to be so hard."

"I've noticed a lot more issues around class than I anticipated. Since prep work is somewhat associated with manual labor, it's looked down on by some people."

"I've had a few experiences with staff members at my partner sites that questioned the validity of my presence there. A few occasions were: being eyed up and down in the elevator and asked if I worked there after I had met the individual on numerous occasions, being the only person stopped to check badges by security when a crowd of other staff are there, etc. This was a new experience for me and I still don't know how to feel about it."

- Apprentices were concerned about pay and pay equity—within the apprenticeship and more broadly

"A higher wage for apprentices. It was hard working 40 hours [a week] *and only making $16 an hour, trying to survive the high demands of rent in Los Angeles and feeling like I needed a second job."*

"…if it were possible for the pay to be more that would really be helpful."

"I feel as though I am working and doing things on the same level as my fellow coworkers rather than being trained or being an apprentice. However, I am being paid as an apprentice and making $10 less than what my coworkers are making. Either their needs to be some more structure to where I feel as though I'm learning and growing or I should have a pay increase to match to level of work that I am doing."

"I think the program on paper is too subtle about financial outcomes. I feel a little misled by being told at the outset that all of last year's cohort was working full time, when in reality (and I only know because I sought out the information), some of them were being underpaid by industry rates."

"…I think that this and the next cohort would feel supported through a pay increase that was comparable to their skill level and range in their work."

"I am also definitely anxious around money as over half my income goes to housing/rent. I have had to take jobs on the side to cover basic costs of living."

- Apprentices did notice diversity and efforts towards equity and inclusion in some sites and situations

"I would have to say the diversity isn't always the answer and equity doesn't mean much when job titles are in place. But in regards to respect and kindness I think that I have seen a great deal in both [placement] *spaces."*

"I worked with a lot more Black and brown people in the field than I would have thought, given how it was talked about as so white and male."

"I do feel that at an institution such as [placement site], *the staff is more diverse and excited about the DAP and have been so welcoming towards us. I do wonder if the rest of the institutions I will be going will be as positive."*

"I would say the institutions I have been placed that there is definitely more diversity than I would have thought, but I feel that might also just be in Los Angeles."

- In some cases, the lack of equity and inclusion seen and experienced during the program inspired apprentices to personally commit to working toward change

"…we have to really fight to make space for us inside of these institutions and galleries. That education of diversity within the work environment is crucial to make others aware of these issues."

"My hope is that some of us go on to lead the field with our work and inspire and hire other POC and gender fluid peoples to slowly churn this industry. This was my hope from the beginning of the program and I still hold this hope with a slightly more critical eye."

"I am excited to apply my technical and social skills I've gained towards community and liberation."

- Apprentices advocated for more rigorous vetting of partner sites, training for all stakeholders, and ongoing, transparent conversations related to diversity, equity, accessibility, and inclusion throughout the program

"I think that the partner sites need more training on diversity and inclusion instead of just taking a badge from The Broad because of their involvement in the program. Their involvement should not be a bare minimum. They need to have the same workshops and training that we get."

"Placement partners must take an in-depth training on diversity and equity inside their workspaces."

"The partner sites need way stricter vetting. We need to know we are going into environments that are safe and supportive for us and not exploitative and abusive of our labor for their work or our 'diverse' faces for their social media or donors."

"I wish the placements were more prepared for us, more trained in how to approach issues of diversity and inclusion. Many of the sites seem to have agreed to participate, but the direct supervisors weren't necessarily well-educated on the issues, and were often uncomfortable with talking about it. I would have been much more able to grow at my placements if people had been more ready for me, because I often felt so lonely or unwelcomed that I was discouraged from asking questions."

"I'm concerned about the placements [the DAP] *will keep, and if the apprentices will have the mental skills they need to deal with the realities of diversity within these work spaces."*

"I get anxiety about how I will be received, given my gender presentation. I am always willing to carry that weight with me, it is something I am accustomed to, but knowing that the program is communicating with its partner sites about gender identity sensitivity would help ease some of my anxiety. Something practical that can be done is, perhaps, simply asking partner sites if they have gender neutral bathroom accommodations."

For most apprentices, facing adversity was a disappointing reality of their DAP experience

- Common forms of adversity apprentices faced included bias (e.g., due to race, gender, class, etc.), exclusion, and exhaustion
    - Questions about safety and safe working conditions were also raised
- For several apprentices, speaking up about the adversity they experienced was both challenging and necessary
- Increased confidence—a desired outcome and something the apprentices experienced—was often gained as a result of encountering challenging and uncomfortable situations
- In several cases, apprentices recognized an imbalance—they felt they gave more to their placements than they received in return

"I've learned that when I suspect that people are underestimating me because of my gender and appearance, I am usually right. I was told to ignore the haters at the beginning of the program, but when they are often the gatekeepers to future employment, or friends of the boss, the work falls to me to convince my coworkers of not only my humanity but my actual proficiency at the job…. I feel like I've been told or implied that going through this makes me stronger and tougher, but I think what's really happening is I'm being trained to assimilate to the dominant workplace culture, which is one of aggression. The weight of change has fallen on me to 'lean in' and be 'tougher,' in order to fit in with the guys, and nothing has been asked of them to 'sit back and listen.' I have no interest in upholding a culture like this…"

"We need to know our bodies, our pronouns, our health, and our boundaries will be respected."

"At multiple museums, I encountered registrars who were discriminatory towards me and sometimes other preps. The form it took was a subtle hostility towards me, sometimes rudeness or ignoring me, sometimes mistaking me for someone else because of my race."

"I am learning to trust myself more. I am learning that I don't have to fit into a desired type in order to be able to bring what I can offer to the table. I have things to offer, and I am capable…. I've learned that even though these people in charge of supporting me at these sites are older than me, in many ways I am actually supporting them, by helping them understand how to make room for someone like me. They are underdeveloped in a lot of ways. And by showing them me, I teach them lessons about humanity."

"I encountered significant resistance based on the combination of my gender, orientation, and race. The majority of this came from men who didn't allow me to use equipment, repeatedly put me on simple tasks, and didn't listen to my opinions. I experienced multiple times when a white man who was not my superior thought he was being helpful and 'teaching' me by physically taking a tool from my hands to 'show' me."

[photo by Kya Williamson]

"Oftentimes the biggest issue was social exclusion. Because people thought they were being 'tolerant' by allowing me into their workspace, they stopped at that and didn't actively try to include me (they assumed we didn't have much in common). It matters because if no one knows you personally, they don't ask to work with you later, or think of you as a potential asset. Then you never get picked for the interesting work, and your skills don't develop, and you don't advance in the job."

"Everyone kept telling me, 'this is what it's like to be an on-call prep,' but that's not true. In addition to making sure my work got done, I also spent 8 months analyzing every workplace, advocating for myself and others, and dealing with daily discrimination. It was like having 2 full-time jobs."

"At the beginning of the program, I was hired to be a part of changing these workplaces and asked to provide my expertise and perspective, not just to receive training. That calling was not optional, even if some people told me that I didn't 'owe' anything to these institutions. For a person like me, it was essential to my own survival in the field to

plant the seeds of change, so that when I return or others come after me, there is a livable work environment. Being placed in this scenario was an exhausting combination of labors."

ONGOING PLACEMENT FEEDBACK SURVEYS

After hearing from Year 1 apprentices and placement sites that feedback specific to individual placements would be useful, the DAP Leadership Team and ExposeYourMuseum developed an evaluation mechanism for ongoing placement feedback in Year 2. Apprentices had the option of providing feedback at any point in the program about individual placements. Apprentices shared this feedback directly with the DAP Leadership Team (i.e., not anonymously and not solely to the external evaluator), who in turn shared excerpts and key themes with placement hosts.

Seventeen placement feedback surveys were completed (between August and December 2019); each apprentice completed at least one survey. These surveys extend what can be learned about apprentices' placement experiences, supplementing the three formal apprentice surveys (discussed above). The results may also be instructive for future placement sites.

Thirteen placement sites were reviewed by apprentices—4 of the 13 were reviewed twice (by two different apprentices each). When more than one apprentice reviewed a placement site, reviews were largely consistent.

Placement feedback surveys were largely positive. There were distinct themes about what made placements positive and rewarding experiences for apprentices, including:

- Perception of being **trusted** by the placement site/site staff
- **Autonomy** and the ability to work independently
- Feeling **welcomed**, included, and safe to share thoughts, opinions, and ideas
- Access to multiple departments and teams; **interdepartmental projects and interaction**
- **Enough to do** and work on, even during slower times
- A dedicated, available **supervisor** to go to with questions
- The ability to **learn** new things and **practice** skills
- **Seeing a project through**; working on something start-to-finish

Likewise, themes emerged about what made placements more challenging or difficult:

- **Dysfunctional workplace culture**, including: internal conflicts, poor communication, lack of clear processes and procedures, non-inclusive facilities (e.g., no gender neutral bathrooms), unsafe working conditions, and disrespectful/unethical behavior toward staff members and/or members of the public
- **Lack of dedicated art handler** or head prep to learn from/go to for guidance
- Perception of **role as DAP apprentice** being unappreciated, tokenized, or misunderstood
- **Not enough time** at placement**;** not getting to see a project or exhibition through

APPRENTICE INTERVIEWS

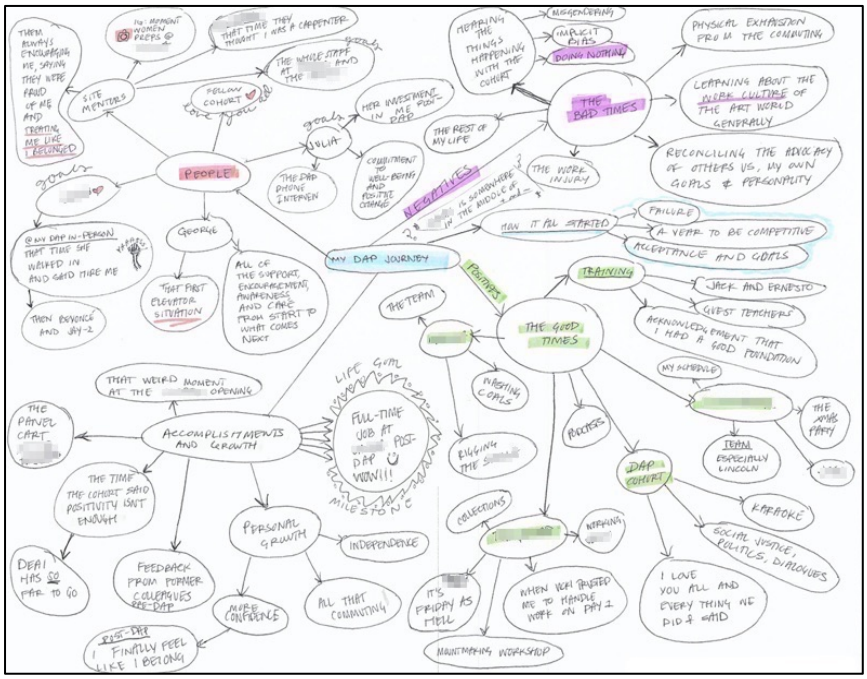
Six apprentice interviews were facilitated by ExposeYourMuseum principal, Kate Livingston, after the program's completion (May 2020). After analyzing and coding qualitative interview data, several key findings emerged, including evidence of progress toward program outcomes and suggestions for future iterations of the program. Interview findings were largely consistent with apprentices' surveys (above), however the qualitative and open-ended format of interviews allowed for additional nuances and examples to be captured. Findings appear below with illustrative quotes from apprentice interviews, as well as excerpts from apprentice "Journey Maps." (Journey Maps were a reflective exercise completed by apprentices before interviews to assist in recalling the arc of their DAP experiences.)

Apprentices acknowledged the importance of the DAP and expressed gratitude that The Broad was leading the effort; the support offered by the DAP Leadership Team was highly appreciated

- Apprentices recognized the DAP as an important step toward more inclusive museum hiring practices

"My first reaction to learning about such a program [as the DAP] *is 'finally!' How did it take this long? I'm just so grateful and amazed that finally the conversation is happening."*

"This thing [the DAP] *definitely needs to exist. Not necessarily just for people of color, but even for a white person without a college degree…. When I worked at certain institutions, they asked me to volunteer my time for at least two years before they actually considered paying me. So, only a certain class of people can answer. It's well-to-do people with college degrees. Not everybody can afford that. This program is good. I think it opens that door for folks…."*



Apprentice Journey Map

- The Broad was perceived as the true champion of the program, and apprentices appreciated the warm welcome received there

"I will say at The Broad everyone is so respectful and so sweet, so excited for us, which is really nice. You actually feel recognized and important."

"We had an actual one-on-one—the group of us—with Joanne Heyler, The Broad's Director. I mean, anytime that you can bend the director of a museum's ear for an hour, that's wild."

- The thought and attention given to the design of program—especially recruitment, orientation, training, and ongoing mentorship (from both official and unofficial mentors)—was noted and valued

"I had support everywhere I went. And when I didn't get it from the placement, I had the cohort and George was extremely helpful. And my mentor was a really, really available mentor. We joked about how we weren't really sure who was teaching who. I think that made all of the difference."

- George Luna-Peña was seen as essential to the DAP's success; George was readily available to the apprentices throughout the program—creating inclusive spaces, modeling clear and open communication, able to see and hear the apprentices fully, and coming to apprentices' aid when challenges arose at placement sites

"I adore George. I think he's a great person and I'm really happy that somebody like him is running this program."

"The fact that George fought for us and our safety and our mental health was amazing."

While apprentices were grateful for their DAP experiences, citing increased skills and personal growth, there was noted concern that the negatives may outweigh the positives

- Many apprentices ended the program exhausted—physically, emotionally, and psychologically
    - Several apprentices faced sexism, racism, and other forms of discrimination at placement sites
    - There were instances of workplace injury, which added stress
    - In several cases, placement experiences were described with words like "traumatic" and "hostile"

"It was an emotional roller coaster."

"My commute was, on average, two and a half to three hours each way."

"I was very anxious and stressed out through a lot of the program."

"I had my very first ever workplace injury, which was super uncool."

"Every placement was pretty on-point aggressive, in different formats."

"If you're a woman—especially a woman of color, as I was told straight to my face—they didn't believe I could do the job."

"When they meet somebody like me, they go straight to stereotypes. They're like, 'gang banger' or 'criminal.' I couldn't tell you how many times people asked me for drugs."

- Apprentices felt they often gave more to their placements than they received
    - Partners were perceived as less committed to and engaged in the program than The Broad and the apprentices themselves
    - Apprentices' loyalty to each other, to George Luna-Peña, and to the program kept them engaged; without this attachment, several indicated they would not have persevered

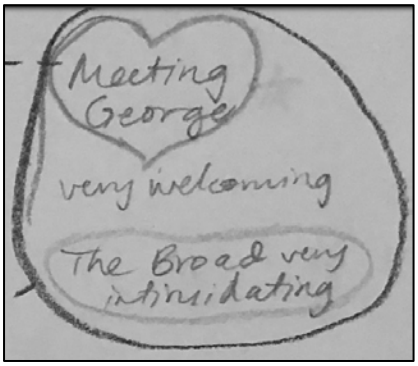
"I think it's one of those things where 'what doesn't kill you makes you stronger'… or it further traumatizes you. And unfortunately, in a lot of ways, I think that for all that the DAP brought out my confidence in some areas, it also made me really cynical about people."

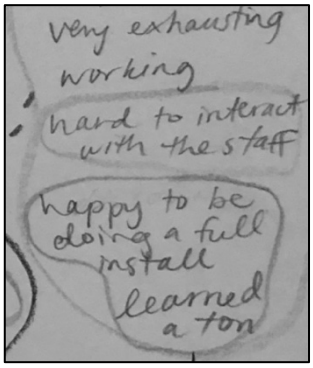
"In some ways, this program was not good for me and had mental health consequences for me. In other ways, I did learn so much and I really value that a lot. I wish it hadn't been quite so painful."

"It became really clear to me that a lot of the partners vaguely care about diversity and are supportive in that sense, but their main concern is getting the free labor of having an apprentice."

"There were definitely times when I felt a little trapped in a situation. And because it wasn't a job, I couldn't just quit. I think that I put up with a lot of things out of respect for George and the cohort and this weird peer pressure."

"I'm representing The Broad and this program. And that really hamstringed me the whole time because I was like, 'I can't be myself and stick up for myself because I'm in this special program that all eyes are on us,' you know?"





Excerpts from Apprentice Journey Map

- Several apprentices ended the DAP unsure if they would stay in the museum field and/or preparator work
  - This related to the work itself and work conditions (e.g., the physical nature of the job, pay, lack of stability, etc.), watching the field respond to Covid-19, and negative experiences apprentices had in the program

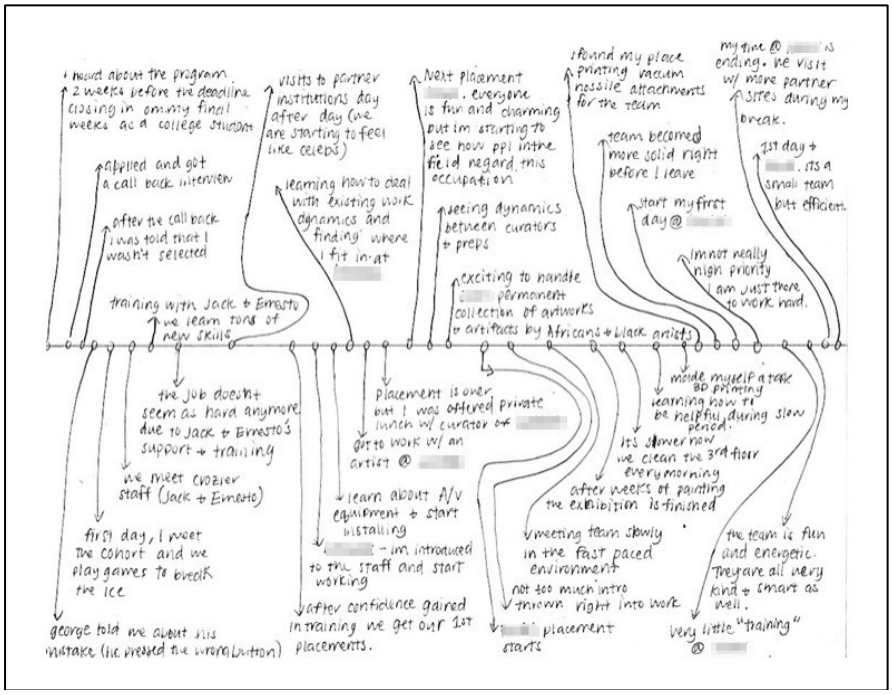
"All the museums that completely rely on freelancers haven't done much for them in this crisis. And it just feels like such a betrayal, even though I never technically started working for any of them. I was just like, 'Why would I want to be a part of this industry that's so brutal like that?' It's exploitative."

"I needed a little time to process afterwards. And then I went into survival mode and was like, 'I need to just completely forget about this interesting experience and figure out how to survive and maybe possibly walk away from this entire career,' because it's not looking great at the moment, you know? So, I really put it all in a box and didn't want to think about it for a while."

"I feel like I could get a job. I could easily. I did get job offers, but they were incredibly low pay and incredibly long hours and bad conditions."

Apprentices' experiences at placement sites varied widely; placements were most successful when apprentices were trusted and respected, and when their roles and abilities were understood, appreciated, and nurtured

- There was a sense that the role of "apprentice" was widely misunderstood by placement sites, especially by those who had less direct contact with The Broad and/or the DAP Leadership Team
  - This appeared true as related to the work itself (i.e., apprentices' skills and abilities) and the diversity (equity and inclusion) focus of the program
  - Due to placements being for relatively short periods of time—and then starting over again at a new site—this felt particularly challenging and led to apprentices feeling out of place, undervalued, and tokenized



Excerpt from Apprentice Journey Map

"In some ways, because it's called the Diversity Apprenticeship Program, the first time I met people they would be like, 'Oh, so you're a diversity hire and you have no idea what you're doing.' And so, I'd just have to spend all my time trying to prove that I knew what I was talking about but also I don't want to pretend like I know everything because I'm also trying to learn stuff. But it's like, if you ever ask one question, then people are like, 'Oh, she knows nothing.'"

"I think it would be cool if there was better communication between the DAP and the institutions, letting them know how much we have covered and how far along we are. Maybe then the institutions would have a better understanding of what their role is for us…. If there were some sort of expectations that the institutions had to uphold, maybe that it would be better for everybody."

"Internships are one thing, but we were different than interns. It was a weird position to be in. We don't really know how to fit in a space, and if they already have a dynamic that exists where roles are already defined… As an overall thing for all of the placements, each place had their own idea about what this program was about. We had to figure it out every single time."

- Apprentices often felt they were treated like interns or free labor, and that their training, skills, and abilities were not being utilized fully

"It did feel like they really needed the extra labor of having a DAP apprentice, but there was no one to actually teach me anything new."

"They're supposed to be teaching us, but we're just doing work."

"In some cases, we're just free labor for them. I feel like that's biggest incentive for some of these institutions, because they get extra hands."

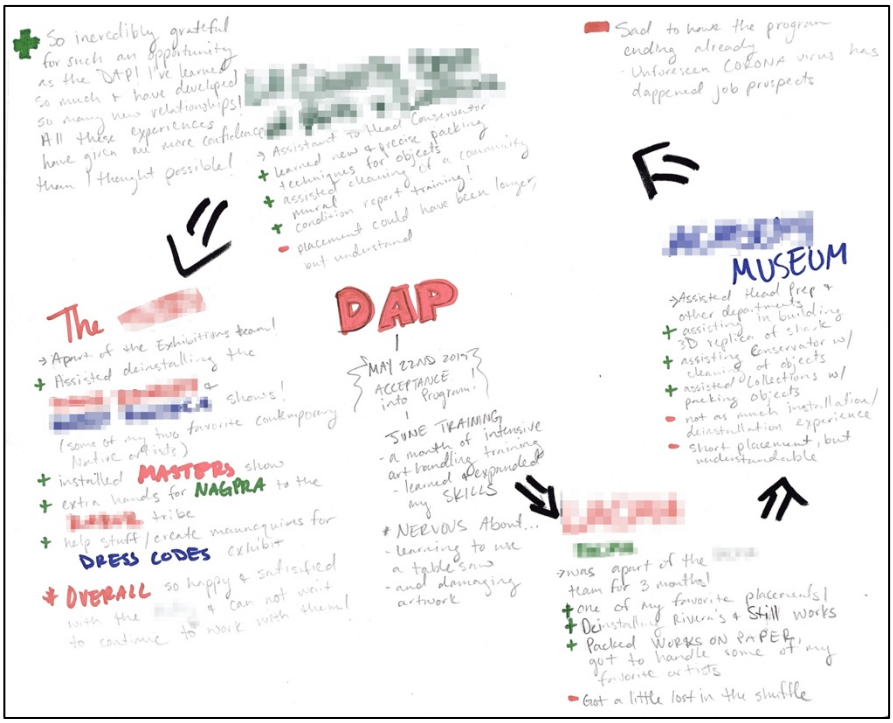
"I guess it's like a caste system, to liken it to something. I'm just the grunt, the know-nothing grunt with no college degree. That's how I was treated most of the time for whatever reason."

- When apprentices were treated with trust and respect, their experiences were highly positive

"[Staff at placement site] … *let me handle artwork on day one. That was unexpected, but really cool. Just to have that confirmation that it's visible to see that this is what I want to do and that I want to be here. And I may not be that far into my career yet, but they have the trust in me to be in that capacity and support in the installation."*

"It was great to just jump on so many different things. Like, 'Oh, hey, you're not busy. Come move these pallets with us real quick.' 'Okay. You're not busy. Come help with the install.' So that was a once in a lifetime experience. And yeah, I was really, really proud to be a part of that."

"She took me under her wing and let me spend time in conservation and gave me cool projects to do. That really helped a lot."



Apprentice Journey Map

- Close contact with the art was particularly meaningful and memorable for apprentices

"I got to touch all these cool pieces in their extensive catalog… it was just amazing to handle that work."

"It's really humbling. It also makes you feel like it's tangible at that moment, because you're literally touching it. It's not just some book that you are reading or like some exhibition where you have to stay three feet away. You're actually touching it."

"Getting to de-install and crate up a Rivera… it was like a dream come true."

- Apprentices often found themselves without a dedicated staff person to apprentice with or learn from at placement sites, left on their own without direction

"I'm not an apprentice. There's no one to apprentice for. I was the only trained prep onsite at most of the sites that I was at."

"It just seemed like they [staff at the placement] *were doing their own thing. Like they have their hands full trying to organize all of these other projects and they seemed completely understaffed and unavailable to help me."*

"Nobody gave me a tour. Nobody showed me where anything was."

"They [the staff at the placement] *were just trying to ignore me. They would just leave me alone, with nothing to do. So, I would just chill out in the basement or in some random corner of the museum by myself for hours."*

"It wasn't really a place where I would expect mentoring to happen, because of the turnaround time that they have. Their focus is on getting every exhibition finished and they're on crunch time."

- On several occasions, apprentices felt they were not trusted to do meaningful work, viewed as a nuisance and/or liability

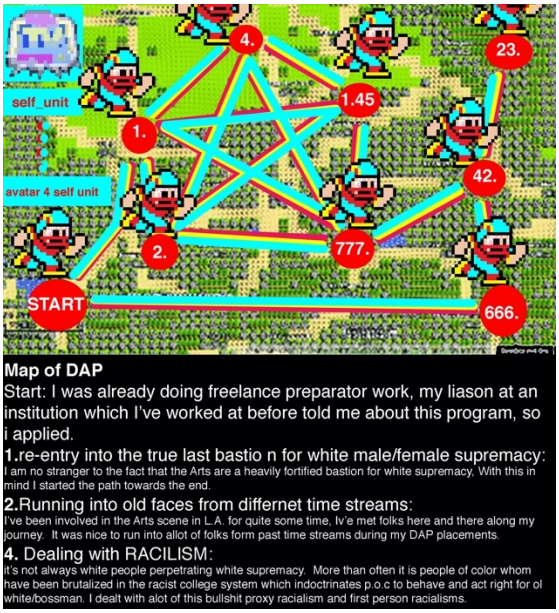
"I think the assumption was that I didn't know anything. We were being trained before we went in [to placements] *and we were still being treated like we were clean slates."*

"The person in charge had a safety training for their on-call preps for the show that was about to get taken down and put up. She did not allow me to be involved in that so that I wouldn't have clearance to use their tools or get on scaffolding or use ladders. She said for liability reasons, even though George had specifically told her that The Broad covers me completely."

"He [staff person at placement] *was trying to teach me stuff that I already knew, or tried to cover the basics because there's liability with us being there."*

"It was my first day there and they're de-installing. I was like, 'Oh, okay, cool. I can jump in.' But some of the other preps people were like, 'Oh no, no, no, no! Maybe you shouldn't handle stuff. You haven't been trained by our conservator, who has an art handling workshop he likes to do with people before they art handle. I'm like, 'Oh, okay. Well, I wasn't told about this at all.'"

"They made a policy that the DAP apprentices weren't allowed to handle any art without supervision."



Excerpt from Apprentice Journey Map

- Apprentices learned that self-advocacy was a critical skill at placements
  - Apprentices suggested extra attention to and training on self-advocacy, conflict resolution, workplace injuries, and addressing oppression (e.g., sexism, classism, racism) on the job

"I just got really demanding and said, 'I want to learn this. I want to learn that.' And I don't know, I ended up learning the most—a lot of specialist skills at [placement site*]. But I don't know why I had to fight for it so hard."*

"I wish I would have had some implicit bias training or diversity training to prepare to be able to be an advocate, because I fared pretty well and everything turned out fine, but had I been in some of the other situations [other apprentices were in], *I don't know how I would've handled that."*

"[Apprentices should be told] *very explicitly that we're going to be advocating for ourselves once you start leaving the nest, going into a placements. Without wanting to obviously frighten anyone, some of it's frightening. And so, it's important to be told the truth that you could encounter uncomfortable situations—be it sexist, racist, whatever. And if it happens, here's a bit of a toolkit and we have your back. You're not alone."*

"The career workshops are very focused on prep work, like what does an art handler and prep resume look like? What does the cover letter look like? Moving forward, I would like to try to provide a little bit more basic job skills—training around communication, problem solving, initiative. I think a lot of them already have some of that, but I noticed that some of the challenges that came up [at placements] *were related to things like communication and problem solving, teamwork and initiative and self-management, things like that. I'd like to be able to provide some training for them to think about that sort of stuff and build those skills."*

George Luna-Peña, DAP Leadership Team

ADVISOR, PARTNER, and MENTOR INTERVIEWS

Two mentors and five partners (who functioned as DAP advisors and/or apprentice supervisors at placement sites) were interviewed by ExposeYourMuseum associate, Troy Livingston, after the program's completion (May 2020). Key findings appear below with illustrative quotes from advisors, partners, and mentors, as well as excerpts from Journey Maps.

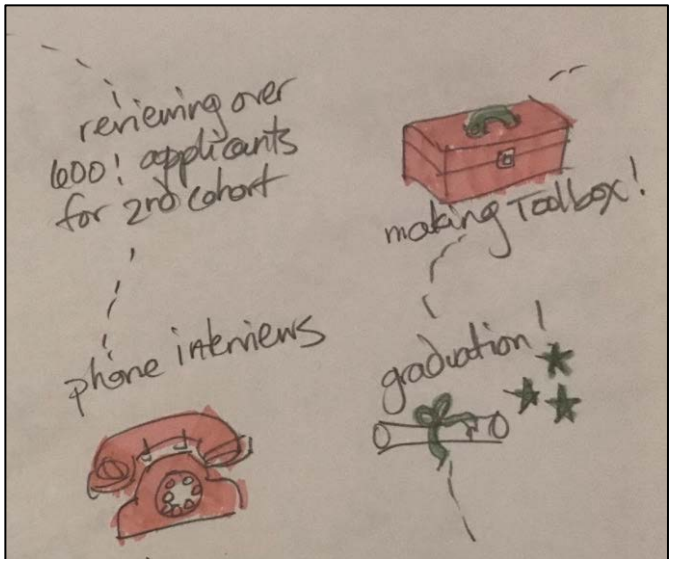
Advisors, partners, and mentors appreciated The Broad's leadership in creating and stewarding the DAP, especially noting the high quality of management, structure, and resources embedded in the program

- The structure and organization of the program, the extensive resources and support provided by The Broad, and the commitment to moving the field (and, specifically, art handling and preparator work) forward around diversity, equity, accessibility, and inclusion were noted and respected by DAP advisors, partners, and mentors

"The first few meetings with the advisory committee were really great. George provided a lot of material—resources, links—for us to get on the same page about what it means to host an apprentice, equitable hiring practices, gender pronouns resources. All of that information is really helpful for us."

"The DAP advisory committee, having those regular meetings and checking in with George and the rest of the supervisors at different organizations, is really informative. How organizations were doing with apprentices, how different organizations were responding, what they were learning and what they were realizing, what their own organizational biases were when it came to diversity and inclusion. It is really amazing being a part of those conversations with like-organizations across LA County."

"The official meetings that all of the DAP supervisors had were very helpful. It was helpful trying to brainstorm, in substantial and concrete ways, how to make the [apprentices] *feel welcome."*



Excerpt from Partner Journey Map

- Advisors, partners, and mentors were impressed by the recruitment and selection process—especially by the number of candidates who applied in both years; they enjoyed being a part of reviewing applications, apprentice interviews, and training

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"We did so well with recruitment in the first year that there was a little bit of pressure to get more applicants than we did the first year…. I think the sheer total number of applicants wasn't enough to understand the full complexity of it. The story behind the recruitment was a little more nuanced than that. We did have fewer numbers [of applicants in Year 2]*, but we also had fewer white folks apply. We had more Native and Indigenous folks apply. We had more folks who self-identified as trans apply. The areas where we focused increased."*

George Luna-Peña, DAP Leadership Team

"George's super power is reaching so many people with this opportunity and talking about the program and selling it. So, there was no surprise that there were again over 600 applicants for the second cohort, which was incredibly gratifying and just speaks to the need for this program."

"I think by the time that [the application process] closed, it was over 700 applicants who applied, which blew everybody away."

"When I went into participate with the in-person interviews, the pool had been reduced down to 30 or something… and they were coming in to do the physical test and then the interviews. Helping out with that was fun too, because you got to see the cross-section of who had made it that far. It was pretty impressive. I've been impressed with the people involved in this project all along—all the applicants and the apprentices that I have met, the advisors. I have been very impressed with that whole group."

"When George was able to break down and show the growth in the areas and the communities that we really wanted to bring in, it was really important…. Numbers don't tell the full story. Building these relationships is so important—and not only for the DAP. We [The Broad] *began to recruit other staff out of these efforts. Those opportunities and outreach and developing those relationships align well with our commitments to inclusion and ultimately help us to engage and better serve our visitors. I really appreciated that."*

Stacy Lieberman, DAP Leadership Team

- George Luna-Peña (and the importance of his role) was deeply appreciated by advisors, partners, and mentors

"George is so humble and quiet, but he does so much. I think people don't see how much he does, and even how close he gets to the apprentices, doing activities with them and taking them out to get familiar with each other more. He makes them these friends for life. He is so impressive. What a wonderful person."

"I'm deeply invested in the success of each of the apprentices, which is a blessing but can be a challenge too. I struggle not to take the work home. I still struggle not to answer the phone on a Sunday night when one of them is calling and might need advice. It's been a challenge to my work-life balance."

George Luna-Peña, DAP Leadership Team

Advisors, partners, and mentors were clear about the unique role of an apprentice, how it differs from that of an intern and/or staff person, and the value of this differentiation

- Advisors, partners, and mentors were impressed by the DAP's training program and the skills apprentices brought to placement sites

"They're not assistants, they're not interns. We chose them because they have skills and abilities that we want to put into full use."

"It's not something that a lot of people were used to. We don't have interns in our department. There are interns in other departments in the museum, so people are kind of used to that. Interns often will do filing or some of the grunt work or something. But we see apprentices differently. We were really trying to incorporate them because they had a lot of training. They were fairly new and at the beginning of this career, so they weren't highly experienced, but they had a lot of good training and we were reassured that they started off with a good skill set and ability. We really tried to incorporate them as standing members of the crew."

"It's different because interns often don't have training before they come into an institution; they're truly learning very basic stuff on the job. In the art handling world, we typically don't have interns because of liability issues and the value of the artworks that we're handling and the physical requirements of the job. These apprentices have gone through a month of very rigorous training and then are in a nine-month-long program where they're learning on the job. They're being paid full time. It was insulting for them to be called interns. They felt it discounted the amount of training that they had and the experience and skills that they brought with them into the program. And it's different from having a new staff member because they are still learning on the job and the learning curve can be bigger. And they're there temporarily, whether it's for a couple of weeks to a couple months, and you're trying to get them as many different experiences as possible, being really mindful of what projects they're assigned to."

- makes me reflect as to how we can make all new hires feel welcomed and appreciated
- hoping to see apprentices rise to higher levels in the field. I feel this will be the ultimate sign of success of the program

Excerpt from Partner Journey Map

- There was an awareness of the importance of the apprentices' ongoing learning; placement sites were expected to teach apprentices and continue to develop their skill sets

"Having somebody new introduced into the team was a learning process. Also having our exhibition installation team in the role of teacher. We have to provide as much value as we can to apprentices during their time at our organization."

- Apprentices were seen as representatives of placement sites and institutions, in addition to representing The Broad and the DAP
    - It was acknowledged that being an apprentice came with high expectations

"I think it's that level of respect in the field that having a title of apprentice gives you, because you are beholden to some expectations…. The internship title doesn't really give you that much of a responsibility, because you're an intern in, for example, the education department. You're not 'an apprentice in art handling;' you're an apprentice with a preparator."

"For apprentices, this is your career and you're in it. You've had training and you're serious about it."

"By using the term apprentice, there's a work experience expectation attached to it. In a way, it's already on the way to becoming a professional or having some expertise in what you're doing…. There's been a conscious choice by the participant, by the apprentice, of taking some responsibility and how they're going to represent the profession."

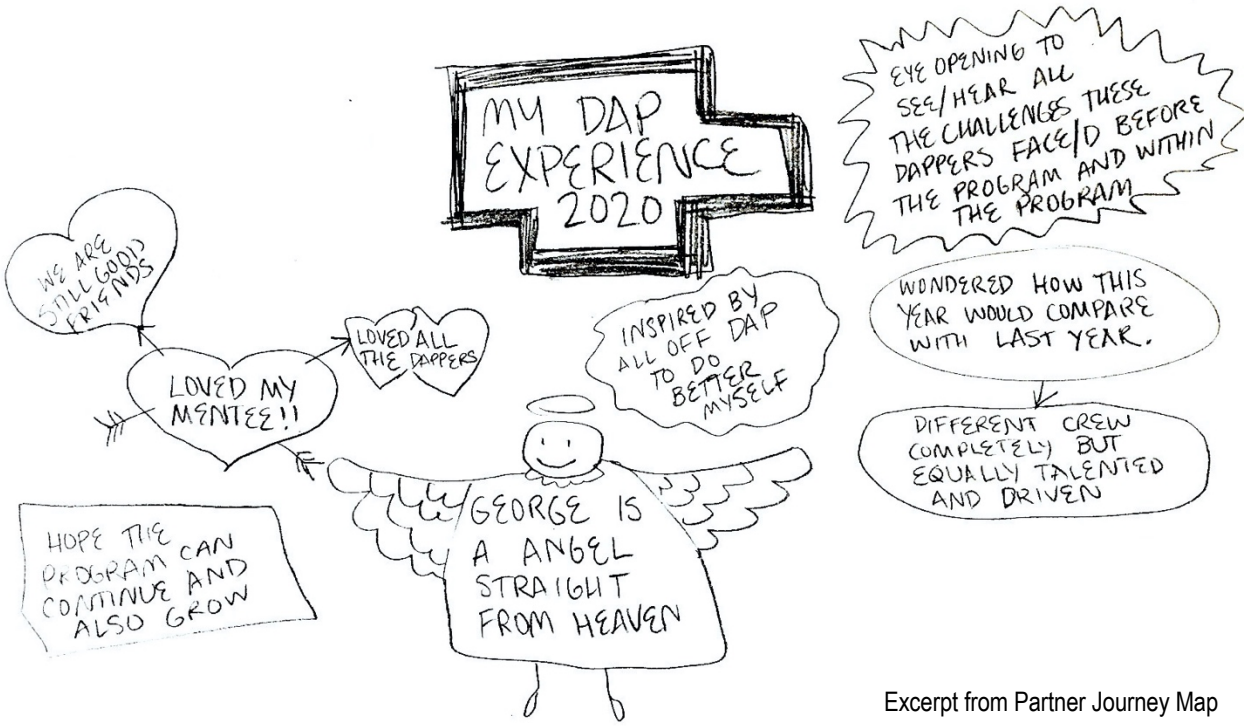
"I'm going on the assumption that if you're apprenticing at my institution, you're going to be loyal to my institution and I will treat you as a staff member. Because when we're going out to meet with artists or collectors, when we're doing these trips, you are not just an apprentice at The Broad, you are a member of [our organization] too. So, in a way, as an apprentice, you're representing the institution you're apprenticing at, and obviously that changes every six weeks."

- The role of trust and respect within the DAP was viewed as critical by advisors, partners, and mentors

"There has to be a respect in so many areas—personal, professional, intellectual—even though they're apprentices and half my age. You have to have that respect and not treat them in a patronizing way, because then you're completely stripping away the value of being an apprentice. It's a professional respect that these people are investing their time, they're investing their knowledge—and I'm talking about the apprentices."

"[Trust and respect] *play a very important part, on both ends. Especially for the job we do, because a lot of it is you working with others. You're two people that have to lift or carry something and communicate trust in each other that you're not going to drop your end. Basic things like that, but also bigger things. Because you're dealing with art and artifacts—expensive things or important things. Even people from other departments are watching and aware of how people are approaching and handling things."*

"The apprentices, I think, were in the biggest position of having to extend trust. They were entrusting the partner organizations with their futures, their careers. They were relying on them to give them opportunities to learn and to do their job. I think they learned that it really depends on what institution you're with and what person you're working with, whether you will be extended the trust to do the job that you've just been hired to do."



Excerpt from Partner Journey Map

Advisors, partners, and mentors grew professionally and personally from the relationships they built with apprentices, and believed their teams and organizations also benefitted from being part of the DAP

- The DAP was described as energizing and "a breath of fresh air" by several partners

"The [apprentices] *were all very inspiring. They're so talented and skilled and it made me want to do better…. When they came in, it really breathed a breath of fresh air into everything. To see how excited they were, driven. It made me want to do better and perked me up a lot."*

"Thought-provoking. Maybe a better word is enlightening, because of the openness of the individuals we've been lucky enough to work with. Their transparency and openness to communicate and to participate and to think about what the museum is and could be provides an enlightening effect for all the current staff members—especially when we've been there for a really long time and maybe we're a little bit jaded. Having this breath of fresh air provides these learning opportunities and moments that I think benefit everybody involved."

- Advisors, partners, and mentors spoke about how much they learned and grew, both professionally and personally
    - This was especially noted in relation to personal work and growth around diversity, equity, accessibility, and inclusion

"A big take-away for me was that exchange of learning. I learned a lot about myself through these conversations with the DAPs [apprentices]."

"Serving as a mentor was a really transformative relationship. It was much more reciprocal than I had intended. The mindset shifting…. I don't know that I thought of prep work as something that is really mission driven before this, a way to be transformative in itself."

"I suppose it made me realize how much privilege I have had, getting jobs that I've gotten. It probably would not have been as easy if I wasn't white. It's very humbling and brings up a lot of emotions and guilt. I'm hoping that by participating in this, with all of these privileges I've had, I can do something for other people and also bring awareness to other people like myself that maybe aren't aware that this is what's happening. It's not fair."

"I've always felt very liberal and open minded and definitely not racist, but you can be racist where you don't even know it, because you're not thinking about it. You just see your normal, until you learn there is no normal. So, thinking about things in that way is very exclusionary from the get-go. It leaves a lot of people out of the conversation. I have become much more aware of that than in the past, definitely."

"Seeing this person [apprentice] *bring all of their joy, all of their questions, all of their disbelief, their rage—and in an appropriate way, they didn't express their emotions inappropriately at work, but they certainly expressed their truth. It was beautiful and also extremely educational."*

"Being in this work and being witness to how awesome and how determined the apprentices are in making sure that they show up to work as their full selves, that's given me a lot of inspiration. Learning from their example has really helped me be a little more brave."

George Luna-Peña, DAP Leadership Team

- While many advisors, partners, and mentors saw their organizations (and/or all organizations participating in the DAP) as already actively working toward diversity, equity, accessibility, and inclusion, it was acknowledged that participation in the DAP advanced those goals
    - Stories were shared of apprentices challenging organizations in healthy and needed ways
    - Several advisors, partners, and mentors noted that their organizations were re-evaluating and/or addressing policies and practices as a result of their involvement with DAP

"I felt incredibly fortunate to be at a museum who was willing to make the commitment to this."

"I think that we have a ways to go. It's really being left, just like a lot of institutions, to individual hiring managers, what their hiring practices are, what their recruiting practices are and what their management practices are. I think it just depends on who was in those positions."

"I would describe the impact as meteoric. Each apprentice has made a huge impression on the people that they have come in contact with at my organization, everyone from me and my team, to conservators, to curators that they've worked with."

"I think the biggest thing is what I learned about truly creating an inclusive workspace from having people who are not like me in my workspace and from having them tell me what they need to feel comfortable."

"I think it's given me an awareness and a purpose in terms of implementing this in my personal life, as well as my professional life. So, looking at [organization's] *policies and procedures from that diversity perspective and inclusive perspective. It's definitely been that push in the right way."*

"The people we met through the program offer a very good opportunity to reflect on who we are and how we operate. They've been such positive, strong individuals. You can't help but to want to help them succeed or be a part of their early career path. It makes you reflect and think."

"[The DAP Leadership Team] *sent out a lot of information and things to read just about implicit bias and hiring and assumptions you make—stereotyping and so forth. I thought that was all very interesting. And I've tried to spread that further through [my organization], talking with the HR department, and they've been very supportive of that."*

"[Organization] *followed some of the protocols that The Broad established in their recruiting efforts for the DAP. They went out of their way to make sure that it was an equitable process and that the application was straight-forward, and crafted this scoring rubric that I think is really amazing. So, we implemented that… hiring somebody here for our exhibition department."*

"The partners that we did include in the recruitment and hiring process during the first cohort [Year 1] *told us that they learned a lot about equitable hiring practices, and so we expanded it in the second cohort* [Year 2] *to include more folks so they could see what the process was like—see how it feels to use a rubric when you're scoring an application, or how does it feel to have a conversation where you're putting all of your biases out there and sharing with folks as you're reviewing applicants? …I definitely heard back from a couple of partners that the process* [helping with apprentice selection and hiring] *is helping them re-think some of their own hiring practices."*

George Luna-Peña, DAP Leadership Team

[photo by Kya Williamson]

Thoroughly integrating apprentices into the organization and tailoring the placement experience to meet each apprentice's individual needs were noted challenges at partner sites

- In several cases, welcoming an apprentice into a tightly-knit team presented challenges—especially as related to trusting apprentices to handle certain objects, artworks, and tasks
    - This was especially noted as a challenge for registrars and collections staff

"My team was a lot better equipped to welcome apprentices and mentor them and train them than they were last year when we first started [the DAP], *for a variety of reasons, but mostly because they had been this very insulated, closed group in a very strong pattern. They had worked in for decades. The first* [apprentice] *cohort was the first time they had worked with anyone that wasn't one of them. It was a big learning experience. This time I feel like the*

experiences that the apprentices had were better. It was really heartening seeing my team evolve and become better mentors and learn from the apprentices as well."

"Definitely having the apprentices there was a real shake up, because in general you're doing the same thing. As a practice, you get comfortable working with the people who you work with. It's good, because you get dialed in with them; you get it down to very few words. And then [the apprentices arrived] *…. But at the same time, they had a lot of great energy to bring in."*

"I think the head of Collections was a little bit nervous about letting them [apprentices] *handle some of the more expensive works without as much experience. So, I do know some of them* [apprentices] *took a little bit of issue with that. They were taking it the wrong way that maybe they weren't being trusted, but it had more to do with insurance and things like that. So, we did our best to have them start with things that were a little less risky and work their way up."*

- It was noted that longer placements allowed for greater organizational integration, including introducing apprentices to more staff members, teams, and departments, as well as ensuring apprentices got to work on a variety of interesting projects aligned with their needs and interests

"I know that some organizations have long placements. I think having a little bit of an introductory period, hosting [the apprentice] *for a couple of weeks before the installation period, was really beneficial. I incorporated them into the team. Different people in the organization met them and had lunch with them, and just got to know them personally. I know some of the apprentices mentioned that some organizations weren't ready for them. I think having a little bit of an introductory time prior to the apprentice beginning work would be a huge step in making the apprentices more welcome and supported during their placement."*

- In several cases, mentoring, training, teaching, and managing were new roles for staff members charged with overseeing apprentices; some felt excited by this opportunity, while others found it daunting
    - Several supervisors wished they had checked in with apprentices earlier, rather than waiting until the end of a placement to learn about individual needs and challenges
    - Mentors were grateful to share a placement site with the apprentice they were mentoring, noting increased rapport

"I had like a reckoning of what my role was, and it was much bigger and more intense than what I expected it to be. I thought that I would be a role model, teach technical skills, help with networking. But the apprentices in this cohort, they had a bigger idea of what museums and institutions should be. I'm definitely on board with that. We need to make these museums look more like the city of Los Angeles and reflect the concerns of people who live here. But they're ready for revolution…. They're thinking about structural change in a different way. So, my role is about how can I keep them strong and speak up for them."

"One thing that I really regret is that I scheduled a debrief, or a performance review, for the last week of the program. Both of them [apprentices] *gave me really great feedback, so that was really helpful, but I really wish that had come sooner. I think going forward, I will do that in the future… have a meeting sooner and ask, 'What are your expectations?' Rather than at the very end."*

"We weren't as on guard to accommodating [the apprentice] *and making her feel as comfortable as we should have, making sure she was introduced the right way. I think we were just kind of rolling and we left some of that behind. I didn't really realize that until her exit interview, a day or two before her last day. She came and talked to me and was very open and honest about some things. I felt very bad because I feel like we failed her a little bit. She had some difficulties that we weren't really tuned into."*

"[The apprentice I was mentoring] *and I* overlapped [at a placement site]. *We'd been building rapport over time. We'd had a couple of in-person meetings, but mostly by phone. When we were able to actually work one-on-one in the same spaces… I felt like we bonded a lot."*

"We did make a concerted effort to place apprentices together. That was feedback that we heard from the first [Year 1] *apprentices. It just made sense, not being the only person there. Being the only person, that is a tough thing to do, so having somebody there alongside with you on that journey can be a really, really good thing. We also made a concerted effort to place folks at the site that their mentors work, because that's just another DAP-related person that they've already met that they're already comfortable with. Again, understanding how tough the situation was going to be, but trying to think about like how many layers of support can we try to make sure that they have at that placement."*

George Luna-Peña, DAP Leadership Team

- Advisors, partners, and mentors recognized how unique and different each apprentice was—from their art handling skills and experience to their personalities and communication styles; individualizing the experience for each apprentice was perceived as essential to successful placements

"Our first apprentice experience was generally positive, a really great start to my introduction to the program. And then we hit a few bumps with our next DAP apprentice. So, then I had to reconfigure and think, 'Okay, it's not always going to be that kind of experience. How do I switch gears and adapt things?' Once I tried to figure out different communication styles and got to know each of the apprentices, things went well again. Honestly, I would say this learning curve is more indicative of my professional growth than a reflection of their performance."

Advisors, partners, and mentors shared their hopes and recommendations for the program in the future, including wanting to stay involved

- The DAP was viewed as essential and one-of-a-kind—especially as a training program

"The fact that there's a program that can train you, that can actually give you those tools in a structured way and not just have to rely on life experience…. I think it just amps up the game for museums in general."

"There's never really been a college course in it [preparator or art handling work], *or a trade school dedicated to it. That's another really great thing about this program. We're going through proper handling procedures and things that normally you, when you start doing this occupation, you get in there and you learn it on the job…. This is setting a different precedent for getting into this position, into this career. I love that."*

- Ongoing funding needs were flagged by several advisors, partners, and mentors—especially related to high hopes that the program would not only continue, but grow and expand
  - Some advisors, partners, and mentors would like the DAP to reach an even broader pool of potential applicants, especially those with no prior experience in museums or the arts
  - It was noted that other museums (as well as other cities, states, and countries) are interested in the DAP as a replicable model; this was an exciting prospect to advisors, partners, and mentors

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"I've definitely had folks reaching out to me more recently, and after AAM [the American Alliance of Museums conference], *just to pick my brain and ask questions about the DAP."*

George Luna-Peña, DAP Leadership Team

"I became part of the review team for some of the applications. I did feel like that was really tough because there were a lot of really good applicants and they could only accept eight. So, I am hoping that eventually this program will be bigger, because there are so many qualified people out there."

"I think the program can be just such a good starting point for young adults that want to get a foothold. Also, the networking opportunities that [apprentices] *develop are immense. I think the program is so beneficial to all the people and all these institutions involved. Opening it up or having funding more available would be so beneficial."*

"The toolbox [a dissemination product of the project]. *I'm so excited, because that is literally the tool that will make this program replicable…. I'm hoping really makes the profession more accessible."*

[photo by Kya Williamson]

"I think there's something in [our organization's] *Conservation department starting up—a similar kind of thing. I don't know how much it's patterned after The Broad, but obviously they are paying attention to that. And if it branches out like that, that's a really good thing. If it starts happening in other fields, because preparators are such a small field, right? So, my hope is to see that expand."*

"Maybe Home Depot can donate the tools that the DAPs [apprentices] *have and become a sponsor, not by money but by that set of tools. I think that's a burden that can be taken off the program in terms of expenses and that can be directed to either a higher salary for the apprentices or additional teaching resources that they can maximize."*

"Maybe get a scholarship for transportation expenses. For example, maybe it's getting a relationship with Uber and then having Uber sponsor the transportation of DAPs [apprentices] *to their work sites."*

"One of my few reservations with the project is that the people that do end up getting selected often have gone to art school. They've done some kind of work in the art world or in a very related field, which is fine. And they've all been very excellent apprentices. I am just hoping to see a wider net cast out, to bring in people that don't feel as comfortable in the art world or don't feel like that it's their place. So that they're welcome too."

- More remote placement sites (i.e., not in downtown Los Angeles) recognized that transportation may be a barrier to participation

"It's not even worth it, to be honest; it's like a two hour commute each way. It's probably not worth the gas that you're going to spend to make it over here. And I absolutely understand that. So, I hope the apprentices that participated at [our site] *saw benefit and it was a return on the investment of their time."*

- Several advisors, partners, and mentors noted the need for training around diversity, equity, accessibility, and inclusion for partner organizations
    - Related, greater assurance of institutional buy-in and/or commitment to the goals and aims of the program was recommended, with recognition that some partner sites appeared less aligned

"There is a need for structured training about diversity, equity, and inclusion at the partner museums. If we're going to continue this program or if it's going to be replicated, we really need to be stressing that there needs to be more done to create welcoming environments, to people who are not typically on museum staffs. I think that's the biggest change that needs to be made."

"I think more buy-in or communication with some of the sites placements, because it seems like the quality varies—and this is from hearing from the apprentices from both years."

"I do think we did a good job in this second year of adding new partners that were more closely aligned with those values of equity, and I think they had a deeper understanding."

George Luna-Peña, DAP Leadership Team

- Some advisors, partners, and mentors noted specific areas of programmatic interest
    - In some cases, this was related to incorporating additional training and opportunities for apprentices (e.g., technology, conservation, etc.)
    - In other cases, this was related to additional support in their roles as advisors, partners, and mentors (e.g., mentor meet-ups, supervision strategies, etc.)

"I definitely think that [apprentices] *doing some coursework in terms of tech and art, and tech and gallery spaces or museum spaces, could also work."*

"Something I would like to see a lot more of is social media presence. It would be really great if they [the apprentices/DAP team] *had an Instagram profile or a Facebook or whatever people are looking at now. Because that seems to bring a lot of attention."*

"I think if the mentors could have more contact with each other too, it would be good. I think it's good for us as professionals, but also it would have been good to maybe have formal support with 'How do I help my person [apprentice]*?'"*

"I would like to implement more formal check-ins [between placement supervisors and apprentices]. *I think that's really helpful, especially for me as someone who was learning how to manage people."*

"I hate to lean on them [the mentors] *so much, because they're all preps in the field. They have jobs that they're working 40 hours a week. I hesitate to reach out a lot, but I do think moving forward I'd like to bring the mentors together, even if it's just once, halfway through. Just talk about how, as a group, things are going. I know we had some really deep relationships that were built amongst mentors and apprentices this year."*

George Luna-Peña, DAP Leadership Team

- Advisors, partners, and mentors indicated their hopes to stay involved with and continue to support the DAP

"Personally, I hope to be involved. Especially being a person of color in the arts, having that connection… some of the apprentices, I felt, were a little bit more open and communicative about some of the struggles they had during the program. I would be interested in participating again or supporting them in any capacity."

"I'm really grateful for all the incredible hard work and commitment. That's what has led to the success of the first two years, which feels like a really solid foundation to build on. I'm feeling hopeful about all the ways we can evolve it to make it even stronger."

Stacy Lieberman, DAP Leadership Team

YEAR 1 APPRENTICE CHECK-IN SURVEY

Seven out of the eight Year 1 (2018-2019) apprentices responded to a follow-up survey (June/July 2020), capturing reflections, insights, and ongoing journeys a year after their DAP experience.

Year 1 apprentices have shared their DAP experience with others—colleagues, family, and friends

- All seven apprentices who responded to the survey had spoken about their DAP experience to others
    - Year 1 apprentices spoke at conferences, encouraged others to apply to the program, and talked to colleagues, co-workers, friends, and family about the program
    - Apprentices indicated that what they shared was largely positive, though several apprentices noted that they also shared challenges experienced in the program

"I can't say enough. It seems that I can go on and on. I was a panelist for the program at the AAM [American Alliance of Museums] *conference in New Orleans and that was one of the best times of my life. I never thought I would be on a panel at an art museum professional conference ever. Because of the diverse exposure and experiences I had when training, I feel really comfortable that I can be seen as a peer and even be looked on for advice."*

"I've shared the most with members of [a local network of women art handlers]. *Before Covid, I was working with the organization to create an "Intro to Art Handling" workshop, specifically for people of color."*

"I've shared my experiences with preparators I've met since going into the workforce, as well as people who applied for the second cohort and wanted more information on the program."

"I've shared about my placement experience with friends, other folks in the museum field. I've connected with a couple of folks I met at a conference and shared with them my thoughts on DAP and my experience. I always speak highly of my mentors who've been supportive, but I'm also transparent when someone asks me about negative experiences I've had."

Year 1 apprentices would unequivocally recommend the DAP—and have done so

- Apprentices from Year 1 recognized the unique opportunities provided through the DAP
    - Specifically, apprentices referenced the quality of the training, the opportunity to do hands-on work at several institutions, ongoing mentorship and support, networking and connections in the field, and the professional skills they developed in a short period of time
    - Former apprentices acknowledged how the DAP is bringing traditionally underrepresented and marginalized individuals into the field

[photo by Kya Williamson]

"DAP has made it so that there is space for people who aren't represented in the art field. I don't know if I would have ever had the opportunity to work in this field without DAP."

"The DAP serves a very unique purpose within the community, and I believe if more programs existed, it would benefit a sizeable portion of the population. I feel there should be more options for individuals who are interested in skilled labor, but don't necessary have the means or resources to go to school or spend their free time learning a trade."

"It provided me with highest standard of training in art handling and up to date practices of professionalism. It was extremely challenging, but I grew so much as an individual and a professional through placements, surveys (I treated these almost as journals along the way) and the guidance of The Broad team—especially George and Stacy. I also felt that the program acknowledged each of us as individuals and adjusted to provide us with the support we needed. I cannot speak highly enough about the program and the team who put it together, but when recommending it I would make sure not to downplay how challenging it will be. I think it's appropriate to make sure that this is for serious candidates. It felt like a once and a lifetime opportunity for me."

"I talk about the benefits of having worked in so many different sized institutions with different resources and team sizes. I emphasize the hands-on learning approach. I speak about the diversity of participants' backgrounds and how those informed and prepared them for the work of art installation and handling."

'I've recommended friends to apply because the DAP provides great resources to the cohort like mentors, and the opportunity to work hands-on in the field which I think is unmatched. It also gives you the opportunity to build relationships and a professional network."

"Learning everything from demolition to packing the most delicate object, meeting influential people, being in some places most people are not allowed, handling such valuable and historic items, constructing and preparing spaces for exhibition and gaining confidence are some of what I have experienced while being a DAP."

Most Year 1 apprentices stayed connected with those they met through the DAP

- Five of the seven apprentices who responded to the survey have stayed connected
  - Texting, social media, Zoom meet-ups, and working together were the primary mechanisms by which apprentices remained connected to each other, mentors, former placements, and the DAP Leadership Team
  - Two Year 1 apprentices mentioned meeting and connecting with Year 2 DAP apprentices
- Several apprentices noted that their cohort was not particularly close, even during the program; as such, ongoing communication and connection with each other has been limited

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"George did invite the former apprentices to come during those first few days. And it was really incredible to organically see those conversations unfold—where the mentees became the mentors and the new mentees were both the students but also the professors, because they had a certain confidence and self-possession; they knew exactly what they needed to get out of this first cohort."

Stacy Lieberman, DAP Leadership Team

"I thought that was really valuable, valuable time. And some of the feedback that I got was that folks really appreciated it. Folks on both cohorts appreciated having that time. I wish there was more opportunity to have some of that interaction between both of the cohorts."

George Luna-Peña, DAP Leadership Team

"I check in with my mentors pretty regularly (once a month). I consider many people affiliated with DAP my mentors, not just the one I was matched with during the program…. I'm friends with former apprentices from both cohorts which is also really neat, and reach out to folks at my former placement sites to reach out and offer assistance and seek work."

"While I haven't been truly connected in recent months due to world events, I have kept in touch through social media with most of my fellow cohort and the one after. I have also encountered most of my fellow DAP apprentices at some point out in the field, as it is a small community, despite being a city as large as Los Angeles."

"I work with a fellow cohort member and have worked with others since then. I am also in touch with a few through social media."

"I occasionally participated in the video calls that George has organized for us during the shutdown."

"I would love to be more connected with my cohort. I think that the reason why there isn't a strong connection now is because there wasn't one when we were part of the program. I think we were entering something that was completely new to everyone involved and there was so much anxiety within our group that took us away from the ability to focus on getting to know each other. At least this was my experience."

"I have only spoken to one person from my cohort since completing the program. I don't think my fellow apprentices are interested in staying connected because we were not particularly bonded even while in the program. I would love to speak to them about how they are doing and what they are experiencing."

While several Year 1 apprentices stayed connected with their official DAP mentor, others did not

- Four of the seven apprentices who responded to the survey were still in contact with their DAP mentor; three were not
  - Mentor-apprentice connections that were strong within the program appeared likely to stay strong following the program

- Several apprentices indicated they felt they could reach out to their former mentor as needed, even if they were not in regular contact anymore
- Year 1 apprentices noted gratitude for occasions when they had been in placement sites with their mentor; this appeared to solidify their bond

[photo by Kya Williamson]

"My mentor and I developed a friendship during DAP and we've been in good contact since. We'd meet up occasionally outside of work and DAP, but haven't been due to Covid."

"I would say that I'm still connected to them, but I don't talk to them that often. I feel comfortable enough to call them up at any time. I haven't spoken to them in some months but I still feel that I'm connected to them. I feel like I can reach out to them for professional advice."

"I had a great relationship with my mentor and we are friends on Instagram, but I don't have much contact outside of that. I know that if I had any reason to reach out to him, he would absolutely be there for me."

"I worked at the same site as my mentor lucky enough when I first ended DAP and we would have lunch regularly and they provided me with guidance about work. Since leaving for a new job our communication has pretty much stopped. We mostly reach out to one another for professional reasons but I have dropped the ball on initiating communication unfortunately. I would feel comfortable doing so in the future though."

"'Out of sight, out of mind.' With the exception of the time I spent working at her institution, contact with my mentor was minimal unless I reached out to her with a specific question."

"My connection with my mentor I wish was stronger. I wish we could have had the chance to work one-on-one with each other more often."

Year 1 apprentices successfully found work following the program—all as art handlers and preparators, and many at the DAP partner sites where they been placed during the program

- All seven apprentices who responded to the survey felt the DAP had prepared them either "well" or "very well" for full-time, part-time, or on-call responsibilities as an art handler/preparator
- While there were mixed responses to how confident Year 1 apprentices currently felt as art handlers/preparators, all felt at least moderately confident—with five of seven indicating they felt "confident" or "very confident"

Year 1 apprentices offered ideas for program improvements and enhancements—especially related to racism, sexism, and other forms of bias and discrimination encountered

- Apprentices from Year 1 indicated a need for more tools on how to advocate for themselves and other as related to equity and inclusion at their placements (and future workplaces)
    - Several apprentices indicated not feeling equipped to address discrimination they faced at placement sites during the program
    - One apprentice indicated that additional mental health resources would be useful
- Year 1 apprentices perceived a disparity in the intense work they were doing to progress equity and inclusion in the field, noting that partner sites were not always equally invested
    - Related, former apprentices suggested enhanced training and accountability at partner sites
- Two apprentices noted the importance of well-rounded skill development during the program, including a request for a skills test at the end of the program

"In light of recent events, I feel like the program can provide more concrete ways of dismantling institutional racism in the art world. There were many times I navigated spaces that were not meant for me, that in retrospect, I could've handled better or stood up against microaggressions."

"A thought that comes to mind is maybe a way to have more consistency within the experiences that the partner sites provide because we all had such different experiences. Another thought is perhaps holding partner sites even more accountable for educating themselves and their employees about diversity, equity, and inclusion. For example, normalizing gender non-conforming language and addressing sexism within the host sites themselves, as their employees can often be unaware of DAP's goals and values."

"I think there could be more time devoted to speaking practically about how to be a diversity apprentice at placements and after the program in your next jobs. The preparations field in museums to me feels very hostile to the new ideas that the DAP was founded around. I think the program should explain that practically none of their placement sites will be like The Broad and spend a little time developing a set of skills for what to do when you encounter hostility. In my current job, I am still trying to figure out how to promote the core beliefs of the program without alienating myself from my entire team."

"I feel the DAP prepared me as best as possible as a preparator and art handler. However, because this is a diversity program, I feel it should've done more to address diversity related issues as we began placements. For example, addressing the possibility of racism or sexism at sites where a majority of employees are white straight men. I know it's not the responsibility of this program to train partner sites but they really need some trainings too. Not fair for apprentices to have these experiences at partner sites that are supposedly committed to diversity and inclusion."

"It would have been very helpful if there was a therapist or a counselor or someone with professional experience and qualifications to be available for us to de-stress and talk more privately about personal problems. I personally carried a lot of anxiety and stress that I wasn't aware of until the program was over and I think that it would have been helpful to have someone identify them to help me get through them…. Or even have a therapist in for a day to teach us coping tools and talk about mental health."

"I wish that there was more opportunity to bond and get to know the other seven individuals in the cohort."

"I think just making sure that we all got a well-rounded collection of experiences and didn't spend all our placement time doing the same kind of work is the most important thing. Leaving with a diverse skill set…"

"I think it would have been helpful if there were skill tests that help you see the areas that you need to work on before the program is over."

[photos by Kya Williamson]

Apprentices from Year 1 identified ongoing support and development needs as alums of the program

- Several apprentices identified the need for ongoing support around finding work, especially under the strain of Covid-19
- Several apprentices indicated that ongoing communication with other apprentices in their cohort and The Broad was an ongoing—and utilized—support system
    - Additionally, continuing to be included in learning opportunities and professional development post-DAP was requested
- One apprentice noted opportunities for more customized support as the program continues

"Since the art world is currently shut down for the foreseeable future, cross-training or resources for other similar professions."

"Help finding work or suggestions for those who have no job prospects at the moment."

"Having people in the field that I know I can reach out for help. I feel like I do have that and I'm incredibly grateful for this!"

"When I have reached out to my cohort it is often to get their opinion on whether or not I should push my current team on ideas related to the program. At my current job, we had an all-staff meeting to address our lack of diversity, equity, and inclusion. After this meeting I found out my team was hiring for a position. After speaking with a fellow apprentice and then felt emboldened to go and ask my head boss (who I rarely interact with) that considering our recent meeting - what steps was he taking to make sure we were pulling applicants from a diverse pool. I mostly need support to keep pushing and not lose my edge as I get farther from the program. I don't know what that looks like but that is what I need."

"…stay in touch so we can keep learning from each other and watch each other's progress. The Broad also should keep in touch and notify us of job openings, not only in their museum but others too…. Keep us on-call for special projects or for emergencies."

"Make training, workshops, and conferences accessible for us. For example, let us know when they are happening and give us a discount or complementary."

"I think, in future, if The Broad decides to fund further learning opportunities, like it did when it paid for DAP grads to participate in the virtual AAM [American Alliance of Museums] *conference, we would be better served if we each had a say in what to put that funding towards. We are all going in different directions now. And our needs and interests are not the same. Rather than spend $360 on a virtual conference that has very little to offer our field, and whose programming served to educate predominately cis, white museum staff on topics we as POC are already versed in, why not have DAP grads submit proposals for further career advancement opportunities tailored to our individual needs?"*

Several Year 1 apprentices have taken on leadership roles since completing the program

- Five of the seven apprentices who completed the follow-up survey indicated they had taken on leadership roles in their work
  - Leadership roles included people management roles, leading art handling projects, proposing new projects, and advocacy
- Six of the seven Year 1 apprentices indicated they would like to play a leadership role related to issues of diversity, equity, accessibility, and inclusion in the field

"I managed and helped train smaller teams of individuals who had come onto the team towards the end of our project. This included individuals who had little experience and those who had been preparators since before I was born. It was a great experience and I believe I learned as much from it as I taught others."

"I have led high volume pack jobs and lead high profile client art viewings. I've also taught coworkers how to fabricate standard crate shop products."

"After being encouraged by my supervisors to propose projects, I proposed a couple of woodworking projects to help organize the woodshop and have recently been given a bench social distancing project to lead. I'm grateful to have these opportunities to lead small teams."

"I had to head up a team to assess and pack 400+ KIVA containers with boxes and totes full of 40,000+ objects. We had to make sure first they were packed to standard then we had to keep the collections separate and together and had to separate the keep accessible objects for the curators and upcoming shows. Then assess and configure how to pack the boxes inside the KIVA. We managed to finish and meet the final packing deadline."

"I advocated for myself and for coworkers when conflict occurred at different places of work."

Year 1 apprentices view the DAP as a potential pathway to help museums and the art world become more inclusive and equitable spaces

- Apprentices unequivocally saw the potential of DAP, however several cautioned that the DAP is not enough on its own to address the institutional and systemic changes needed

"I think DAP role is crucial because there isn't really another program like this. DAP is and will continue to be a great example for what a successful program like this should be."

"It's important to infiltrate spaces that have traditionally been exclusively white. Institutions cannot adequately serve communities if those same communities do not have representation within the institution."

"I feel like DAP plays a very important role in equitable museum practices. Firstly, it provides opportunities for people who are underrepresented in the field so the program is taking action in providing equity. I would like to believe that the individual [apprentice] *affects the entire institution they are placed in. Different departments might see DAP as inspiration even if they aren't art handling or prepping. DAP plays a role of inspiration that other institutions can do something about equity."*

"The DAP is grooming the next generation of preparators for Los Angeles. It is a very influential market. By fostering their beginnings in the program, we are giving them tools to succeed with so that once we are able to move into leadership/hiring positions we can change the culture of our professional field."

"DAP has already changed the way some places run, or at least has forced those placement sites to acknowledge where they need to do better. Unfortunately, I think DAP can only do so much because institutions need to be willing to embrace diversity and inclusion on an institutional level, not just making themselves a partner with DAP. For some places, I think DAP is just a way to attach itself to The Broad and be seen as if they are doing the work. I hope that DAP finds ways to weed out those partner sites that are failing to implement diversity and inclusion throughout the institution."

Year 1 DAP Cohort and DAP Leadership Team [photo by Kya Williamson]

Comparing Year 2 to Year 1

The table below outlines notable similarities and differences when comparing both years of DAP evaluation findings. Findings are divided into those for 1) apprentices, and 2) advisors, partners, and mentors. This comparison highlights clear program successes, as well as areas that may require additional attention and/or mediation.

Comparable Findings Across Year 1 + Year 2	New Findings in Year 2
Apprentices: ▪ Felt welcomed, supported and valued by The Broad and the DAP Leadership Team ▪ Demonstrated growth in art handling/preparator skills ▪ Confidence increased, especially related to skills ▪ Valued up-close experiences with art and artists ▪ Requested additional opportunities to connect as a group/cohort ▪ Cited transportation and mental health/wellness as needed supports ▪ Noted the role of "apprentice" was often misunderstood (e.g., treated as interns) ▪ Frequently felt underutilized at placement sites ▪ Had optimal placement experiences when thoroughly integrated, included, trusted, and respected ▪ Observed—and sometimes personally experienced—bias and discrimination at placement sites ▪ Had varying experiences with official mentors, however found mentorship throughout program ▪ Experienced a range of heightened emotions (e.g., excitement and anxiety) ▪ Asked for additional support with and training on initiating and/or engaging in equity and inclusion conversations in the workplace ▪ Believed partner sites needed more careful vetting ▪ Expressed concern about attaining jobs, low pay, and the viability of staying in the field **Advisors, Partners, and Mentors:** ▪ Felt supported and valued by The Broad and the DAP Leadership Team ▪ Applauded high application numbers and the ongoing dedication of George Luna-Peña ▪ Viewed placement experiences as more positive overall than apprentices did ▪ Felt challenged to fully integrate and support apprentices onsite ▪ Recognized need for increased conversations about and training on diversity, equity, accessibility, and inclusion ▪ Cited personal and organizational growth and benefits from hosting apprentices ▪ Committed to growing and expanding the DAP	**Year 2 Apprentices:** ▪ Appreciated the structure of the DAP orientation and the comprehensiveness of the training program ▪ Were grateful for opportunities to overlap with a fellow apprentice at placement site(s) ▪ Felt a responsibility to be ambassadors of the DAP and advocate for equity and inclusion at placement sites, however not fully equipped to do so ▪ Noted safety concerns at some placement sites ▪ Noted the need for trans and nonbinary awareness and resources at placement sites (e.g., bathrooms, pronouns) ▪ Expressed concerns about low pay and pay inequity ▪ Questioned whether they would remain in a field viewed as counter to their core values and ethics ▪ Ended the program feeling exhausted, and with concerns about Covid-19 **Year 1 Apprentices:** ▪ DAP alumni demonstrated the ongoing benefits of program involvement **Advisors, Partners, and Mentors:** ▪ Expressed gratitude for and learning from increased involvement in recruitment, interviews, and training ▪ Appreciated the materials provided by the DAP Leadership Team to communicate about and embed apprentices at their sites ▪ Recognized that the DAP provides unparalleled training in the art handling/prep field ▪ Noted ongoing connections to Year 1 apprentices, including hiring and working alongside them ▪ Received and appreciated ongoing feedback during the program, and considered methods to glean additional feedback while hosting apprentices ▪ Noted greater buy-in and commitment to the program organizationally ▪ Cited instances of integrating what they learned from the DAP into organizational practices and policies (e.g., hiring) ▪ Believed partner sites needed more careful vetting and recognized the variability in partner commitment

APPENDIX A—Diversity Apprenticeship Program Logic Model

Project Name: Diversity Apprenticeship Program (v1 05/11/2018)
Purpose Statement:

Situation & Priorities	Inputs	Outputs		Outcomes → Impact		
				What We Expect To Change		
		Activities	Participation	*Thoughts Awareness Skills Attitudes Motivations Aspirations Knowledge*	*Actions Behaviors Policies Practice Decision-Making*	*Big Condition Shifts Social Political Status Economic Environmental*
	Our Resources	**What We Do**	**Who We Reach**	**Short Term** **mind-shifts**	**Medium Term** **behavior changes**	**Long Term** **systemic change**
	-The Broad staff -Advisors -Partner / host organizations -Apprentices -IMLS grant / $ -Facilities / space -Time -Materials -Tools -Equipment -Knowledge -Commitment -Vision -Passion	-Outreach to other museums -Build excitement -Build partnerships -Convene advisors -Preparation from institutions -Work on timelines -Project management -Meetings -Recruit apprentices -Interview apprentices -Hire apprentices -Write trainings -Develop curriculum -Train / share knowledge with apprentices -Train partners / host organizations -Place apprentices / finding fit -Onboard / orient apprentices -Mentor apprentices -Evaluate progress and outcomes -Report back to funder -Share findings (within team and with wider field) -Consider sustainability / expansion	-The Broad staff and leadership -Advisors -Partner organizations / host organizations -Mentors -LA Community -Apprentices -IMLS -Wider field (museums, etc.)	**Apprentices Feel Valued and Supported** Apprentices feel valued (3) Apprentices feel comfortable and included (2) **Apprentices' Confidence Grows** Apprentices have confidence to apply for jobs (3) Confidence in new skills (1) **Apprentices Gain Art Handling Knowledge and Skills** **Partner Organizations & Mentors Increase Knowledge, Skills, and Awareness re: Bias, Diversity, and Inclusion** Awareness of bias (3) More inclusive thinking about recruiting and hiring host organizations (1) **Partners, Mentors, & Apprentices Trust and Respect One Another and are Open to Teamwork** Trust in others (2) Openness to teamwork (1) **Partners, Mentors, & Apprentices Inspired & Passionate** **DAP Known / Recognized in Los Angeles Community**	**Apprentices Employed as Art Handlers** New career opportunities for apprentices (4) Employed apprentices (2) **Partners, Mentors, & Apprentices Work Together as a Team** Teamwork (3) **Apprentices Inspire & Motivate Others** Apprentices will share their stories with larger audiences (1) **Advisors & Partners Organizations Change Decision-Making and Practices to Become More Inclusive and Equitable** Inclusive policies and actions at host organizations (1) **Apprentices Engage in Proper Art Handling** **Increased Visibility of Art Handling and Preparation** **DAP Promoted and Recognized**	**Museums and Art World as Inclusive, Equitable Spaces** Museum staffs represent the communities they serve (5) Fair for all workers pay in museums (4) **Shared Humanity Through Ending Oppression** Shared sense of humanity (1)
	Assumptions—in place now and we'll continue to rely on			**External Factors**—out of our control, but could influence the above		