


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

Purpose Statement:

Situation & Priorities	Inputs	Outputs		Outcomes → Impact		
		Activities	Participation	What We Expect To Change		
				<i>Thoughts</i> <i>Awareness</i> <i>Skills</i> <i>Attitudes</i> <i>Motivations</i> <i>Aspirations</i> <i>Knowledge</i>	<i>Actions</i> <i>Behaviors</i> <i>Policies</i> <i>Practice</i> <i>Decision-Making</i>	<i>Big Condition Shifts</i> <i>Social</i> <i>Political</i> <i>Status</i> <i>Economic</i> <i>Environmental</i>
	Our Resources	What We Do	Who We Reach	Short Term **mind-shifts**	Medium Term **behavior changes**	Long Term **systemic change**
	<ul style="list-style-type: none"> -The Broad staff -Advisors -Partner / host organizations -Apprentices -IMLS grant / \$ -Facilities / space -Time -Materials -Tools -Equipment -Knowledge -Commitment -Vision -Passion 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -The Broad staff and leadership -Advisors -Partner organizations / host organizations -Mentors -LA Community -Apprentices -IMLS -Wider field (museums, etc.) 	<p>Apprentices Feel Valued and Supported Apprentices feel valued (3) Apprentices feel comfortable and included (2)</p> <p>Apprentices' Confidence Grows Apprentices have confidence to apply for jobs (3) Confidence in new skills (1)</p> <p>Apprentices Gain Art Handling Knowledge and Skills</p> <p>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)</p> <p>Partners, Mentors, & Apprentices Trust and Respect One Another and are Open to Teamwork Trust in others (2) Openness to teamwork (1)</p> <p>Partners, Mentors, & Apprentices Inspired & Passionate</p> <p>DAP Known / Recognized in Los Angeles Community</p>	<p>Apprentices Employed as Art Handlers New career opportunities for apprentices (4) Employed apprentices (2)</p> <p>Partners, Mentors, & Apprentices Work Together as a Team Teamwork (3)</p> <p>Apprentices Inspire & Motivate Others Apprentices will share their stories with larger audiences (1)</p> <p>Advisors & Partners Organizations Change Decision-Making and Practices to Become More Inclusive and Equitable Inclusive policies and actions at host organizations (1)</p> <p>Apprentices Engage in Proper Art Handling</p> <p>Increased Visibility of Art Handling and Preparation</p> <p>DAP Promoted and Recognized</p>	<p>Museums and Art World as Inclusive, Equitable Spaces Museum staffs represent the communities they serve (5) Fair for all workers pay in museums (4)</p> <p>Shared Humanity Through Ending Oppression Shared sense of humanity (1)</p>
	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 Skills Motivations Knowledge	Awareness Attitudes Aspirations	Big Condition Shifts Social Status Environmental
Short Term **mind-shifts**	Actions Policies Decision-Making	Behaviors Practice
Short Term **mind-shifts**	Medium Term **behavior changes**	Long Term **systemic change**
<p>Apprentices Feel Valued and Supported Apprentices feel valued (3) Apprentices feel comfortable and included (2) Apprentices feel supported Empower voices</p> <p>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 wider audience of employers Apprentices' confidence</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p>

Short Term, Continued **mind-shifts**	Medium Term, Continues **behavior changes**	Long Term, Continued **systemic change**
<p>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</p> <p>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</p> <p>Partners, Mentors, & Apprentices Inspired & Passionate Inspiration Passion</p> <p>DAP Known/Recognized in Los Angeles Community LA community is aware of DAP</p>	<p>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</p> <p>Apprentices Engage in Proper Art Handling Proper handling of artwork Apprentices are now experienced art handlers</p> <p>Increased Visibility of Art Handling and Preparation Elevating the visibility of preparators in the museum (to other staff)</p> <p>DAP Promoted and Recognized All participants promote DAP to colleagues DAP becomes a model for other industries, etc. DAP making news (success)</p>	<p>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</p>

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).
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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).
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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.