IMPACT PLANNING
AND INSTRUMENT ALIGNMENT

BUILDING EVALUATION CAPACITY ALUMNI
2014 FINAL REPORT

Submitted by:
Wadsworth Atheneum Museum of Art
Hartford, CT
June 2014
PROJECT SUMMARY

The Wadsworth Atheneum team worked with Randi Korn & Associates (RK&A) to create an impact planning framework designed to answer the question, “To what end does the museum do its work related to the Community Engagement Initiative (CEI)?” Through a series of three workshops at the Museum, key stakeholders worked to develop new mission and impact statements for CEI, as well as outcomes and indicators for five key audiences: Docent-led Student Groups, Diverse Families, Diverse Adults (seeking social experiences), Underserved Hartford Youth, and Community Collaborators. The Building Evaluation Capacity Alumni (BEC) team facilitated refinement of the outcomes and indicators and the creation of new evaluation instruments along with RK&A to work toward the creation of an overall strategy to institutionalize evaluation of CEI programs within the Museum.

The team consisted of:
- Johanna Plummer, Georgette Auerbach Koopman Director of Education
- Erica Roggeveen Byrne, Institutional Partnerships and Grants Manager
- Susan Carey, Visitor Services Manager
- Lauren Cross, Community Programs Coordinator
- Jama Holchin, Education Assistant

PROGRAM DESCRIPTION

The Community Engagement Initiative (CEI) was introduced in 2008 under the leadership of director Susan Talbott. That year, the museum asked Hartford community members to provide feedback about the Wadsworth’s exhibitions, programs, and the museum in general at a series of Chatback sessions. Five core issues emerged: access for all, welcoming visitors, creating relevance, engaging the community, and building awareness.

In 2008, the museum received a grant from the Hartford Foundation for Public Giving that helped fund the development of CEI in direct response to visitor feedback collected during the Chatbacks. Implemented by the Education and Visitor Services Department under the direction of Johanna Plummer, Georgette Auerbach Koopman Director of Education, CEI welcomes and inspires new and existing audiences while ensuring the Wadsworth is a vital part of the city and the greater Hartford community. CEI originated many new programs and initiatives in addition to supporting a number of existing community engagement efforts, as detailed on the following page.
EVALUATING CEI

Concurrent with the original Building Evaluation Capacity (BEC) Program in 2012-2013, the Museum began to think more deeply about how to evaluate CEI, given the depth and breadth of its scope. Prior to this, data collection was inconsistent. Without rigorous administration plans to ensure the reliability of the data or concrete analysis plans, the data was primarily used to collect quotes from program participants. Additionally, because each program was being evaluated separately, with a unique instrument, there was no way to speak to the effect of CEI as a whole.

Throughout 2013-2013, the Museum worked closely with Anita Baker, both through BEC and as independent consultant, to dramatically re-envision the evaluation plan for CEI. New instruments were created with consistent formatting and questions that spanned different programs, allowing comparisons to be made across programs. New administration plans were put in place and thorough analysis of the data resulted in comprehensive reports produced with Evaluation Services in 2012 and 2013. The full scope of this dramatic transformation can be seen in Table 1, as well as in the comparison of the Second Saturdays surveys (see Appendix B).
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* Hartford Public Schools facilitated data collection. ** This project was conducted as part of the Building Evaluation Capacity (BEC) initiative sponsored by the Hartford Foundation for Public Giving.

ESC = Evaluation Services, WA = Wadsworth Atheneum, WB = WolfBrown, UConn = University of Connecticut, CCSU = Central Connecticut State University, KW = Karen Wizevich
IMPACT PLANNING WORKSHOPS

The conclusion of the 2011-2013 CEI funding cycle offered an opportunity to take a broader look at CEI as a whole, and the Museum engaged Randi Korn & Associates (RK&A) to create an impact planning framework for the Initiative. A series of three workshops were held at the museum to develop new mission and impact statements as well as outcomes and indicators for four key audiences: Diverse Families, Docent-led Student Groups, Diverse Adults (seeking social experiences), and Underserved Hartford Youth. Many stakeholders were involved in the process, including Museum staff, Museum docents, Trustees, corporate funders and community partners.

**Board Stakeholder Attendees:**
Mary Fox, Trustee
Michael Klein, Trustee
David Woods, Former Dean School of Fine Arts, University of Connecticut
Diane Macris, ex officio Trustee, Docent Council President

**Community Stakeholder Attendees:**
Richard Benfield, Professor, Central State Connecticut University
Saige DuPont, Youth Arts Institute Director, Charter Oak Cultural Center
Sue Goldberg, Art Teacher, Noah Webster MicroSociety Magnet School
Dorothy Keller, Chair, Fine and Performing Arts Department, University of Saint Joseph
Christopher Montross, Corporate Public Involvement, Aetna Foundation
Douglas Shipman, Program Officer, Nonprofit Support Program, HFPG
Michelle McFarland, Branch Manager, Mark Twain Library
Caitlin Thayer, Vice Chair of Community Involvement, HYPE
Robert Warren, Executive Director, Hartford Performs
Olivia White, Director, The Amistad Center for Art & Culture
Anita Baker, Evaluation Services
Jamie Bassell, Evaluation Services
Sally Wister, docent

**Wadsworth Staff Attendees:**
Susan Talbott, Director
Johanna Plummer, Georgette Auerbach Koopman Director of Education
Susan Carey, Visitor Services Manager
Lauren Cross, Community Programs Coordinator
Debbie Gaudet, Curator of Film and Theater
Patricia Hickson, Emily Hall Tremaine Curator of Contemporary Art
Jama Holchin, Education Assistant / Visitor Services Representative
Emily Pacini Ide, School and Teacher Program Specialist
Kimberly Reynolds, Director of Institutional Advancement
Anne Rice, Public Programs Manager
Alice Wang, Education Intern
MISSION AND IMPACT

In order to develop the new mission and impact statement, the first workshop focused on collaboratively clarifying CEI’s intended impact, addressing the overarching question, “To what end does the museum do its work related to CEI?” Impact defines the initiative’s result or ultimate effect on audiences served, while providing a unifying focus for planning, decision making, and evaluation.

RK&A presented the Hedgehog Concept, from Jim Collins’ book *Good to Great and the Social Sectors*, as underlying theory to support this work. The concept presents three ideas that define great organizations: 1. What you are deeply passionate about, 2. What you can be the best in the world at, and 3. What drives your resource engine. In the Hedgehog Concept, the intersection of the three ideas provides “a single organizing idea” that can guide all work. In applying the theory to non-profit organizations, CEI’s intended impact can serve the same purpose: to guide planning and decision making related to CEI. The first two ideas were major focuses of the first workshop.

To more thoroughly explore “What you are deeply passionate about,” Museum staff members and stakeholders participated in an exercise in which they responded to the questions, “What about your work with (or connection to) CEI is most important to you? Why is that important?” In small break-out groups, participants discussed their individual responses to these questions, and then the large group reconvened to review individual responses and the small groups’ common passions. The uniting passions and personal interests identified among participating Wadsworth staff and stakeholders centered around:

- Building relationships between the museum and its community
- Creating relevant connections between the collections and community that allow for greater and more diverse audience accessibility
- Caring for and preserving the collection for the community
- Fostering an appreciation for the value of art as a way to understand ourselves, our community, and the world.

Next, Museum staff members and stakeholders identified the unique and distinct qualities of CEI, responding to the question, “What does CEI do better than any other community initiative?” Staff members identified the CEI’s distinct qualities:

- Builds relationships with people and organizations
- Committed to strengthening the Hartford community
- Creates accessible experiences for diverse communities
- Uses collections and programs to create meaningful connections

From the material generated in this initial workshop, RK&A developed draft mission and impact statements for CEI as a starting point for stakeholders to discuss and vet in the second and third workshops. Attendees considered: “In what ways does this draft statement embody staff’s passions? How does this statement relate to CEI’s distinct qualities? Does this statement represent what CEI aspires to achieve with the audiences it serves?” Through this ongoing dialogue, the group settled on the following:

**Mission** (what CEI does)
The Community Engagement Initiative (CEI) welcomes and inspires new and existing audiences while ensuring the Wadsworth is a vital part of the City and greater Hartford.
**Impact** (ultimate effect of CEI on audiences)
Participants embrace the Wadsworth as their place to come together and experience the power of art.

OUTCOMES AND INDICATORS

Drawing on the discussions of participants’ passions and CEI’s distinct qualities, the group continued the first workshop by explicitly discussing CEI’s intended impact for the identified audiences, using museum professional and scholar Stephen Weil’s definition of impact, “making a difference in the quality of people’s lives,” as one way to guide the work. Keeping in mind that clarifying intended impact does not preclude other results or outcomes from occurring, participants considered, “What differences does CEI intend to make in the quality of these audience members’ lives?” While the exercise was repeated for each of the four identified audience areas, in the interest of space, the results of the conversations around Diverse Families will be used as a focus will be the focus of this section.

From the rich conversation, RK&A distilled the following key outcomes from the many possibilities identified for families participating in CEI:

- Families connect their CEI experience to their everyday lives.
- Families experience art together.
- Families are inspired to be more creative.
- Families feel the museum is “their museum.”
- Families perceive the museum as integral to the community.
- Families feel cultural and civic pride.
- Adult caregivers develop their ability to facilitate art experiences for their children.

RK&A also drew from these initial conversations to create a framework for collaboratively developing outcomes and indicators for each of the four audiences, which was the primary focus of the second workshop. Looking at the key outcomes listed above, participants considered: “Which outcomes are most important to achieve (for you, for funders, for other stakeholders)? Which outcomes best support and align with the impact statement? Which outcomes are most realistic given the scope and scale of CEI?” Participants voted on their top three outcomes, then worked collaboratively to refine them, ultimately settling on:

- Families actively experience art together.
- Families are inspired and creative.
- Families connect their art experience to their everyday lives.

For each of these outcomes, the group brainstormed potential indicators, considering: What must audiences do or say to demonstrate they have achieved an identified outcome? From the workshop discussion, RK&A synthesized five to eight draft indicators for each outcome. Independent of the larger group, staff refined the language of these outcomes before eventually narrowing them down. They considered: “Is the indicator concrete and specific? Is the indicator realistic to achieve in the context of your exhibition or programs?” Staff agreed upon the following as working outcomes and indicators for the third workshop:

- Families actively experience art together.
  - Families create art together (e.g., work together on a single work of art, share ideas with one another, observe other families making art).
Families participate in performance activities together (e.g., watch performances (dance, demonstrations, storytelling, magic, film), listen to music or dance together).

- Families engage in dialogue about art they see (during tours or on their own).

- Families feel inspired and creative.
  - Families state an interest to continue exploring/creating art after their visit (e.g., at home, return to Wadsworth)
  - Families actively participate in an art experience (e.g., dance, performance, art making) at the Wadsworth (e.g., work together to create art, dance with performers and each other, answer questions on tours).
  - Families express enjoyment during and after the experience (e.g., name specific aspect that engaged them and why)
  - Families describe being inspired by a work of art or an artist’s or other visitors’ art creation (e.g., express interest in a particular style of art, incorporate ideas from someone else’s art into their own).

- Families connect their art experience to their everyday lives.
  - Children create art and talk about how it reflects their personal experiences (e.g. memories, feelings, familiar places).
  - Families recognize skills they are using at the Wadsworth as applicable to their everyday lives (e.g., observing, describing, socializing, working together).
  - Families describe a favorite work of art they like to see/visit while at the Wadsworth

IMPACT DRIVEN DECISION MAKING

The third workshop focused on how the impact statement could be used to drive decision making. RK&A presented a discussion tool designed to help staff apply framework elements to their work by providing a consistent way for all staff to plan, review, and analyze their efforts.

- **Audience**: Who is the target audience/s for the work/program? Which program elements strongly align with the target audience? Which do not?

- **Mission/Impact/Outcomes**: Does the work/project support mission and impact? Which elements inspire your target audience to embrace the Wadsworth as their place and come together to experience the power of art? Which do not? Which outcomes does the project/program support? What can we do to deepen or broaden impact?

- **Distinct Qualities**: Does the work/project accentuate three or more of the CEI’s distinct qualities? Which ones and in what ways?

- **Collaboration**: Does the work/program encourage community collaboration? With whom and in what ways?

- **Resources**: How will you fund the work/program? Does it require new resources or resource realignment?

Next, RK&A presented a tool for practicing impact-driven decision making, the Impact Resource Grid, Figure 1.
The grid illustrates the relationship between two very important variables, impact and resources, referring back to the third idea in Jim Collin’s Hedgehog Concept. It highlights an essential point—at the very core of the Museum’s work, staff expend resources (including staff time and direct costs) to make a difference in people’s lives. Impact is realistically achieved along a continuum; exhibits, programs, activities, or Museum initiatives may achieve significant impact (High), while others may realize less impact (Low). Correspondingly, the resources that the Museum has available to use on a specific program varies along a continuum from low level of resources to a high level of resources. Thinking about this grid in the context of the whole Museum, there are always tough choices one needs to make as the amount of resources available shifts or reduces, but the impact statement serves as a new guidepost for decision making. While this visual diagram may also be used to think about CEI as a whole, participants were asked to plot specific program elements of selected CEI programs. The grid is not intended to state exactly the relative value of programs or program elements, but an opportunity to individually and collectively reflect on the tradeoffs and decisions faced. Ideally it provides a consistent vocabulary and illustration for all staff and stakeholders to use and reference in order to build common understanding.

ALIGNING INSTRUMENTS

After the workshops, staff began refining the impact planning framework in anticipation of aligning them with evaluation instruments. Because the initial workshops focused on what the impact of CEI as a whole would have on each of the target audiences, as opposed to the impact of the specific programs that would ultimately be evaluated, not all of the proposed outcomes and indicators were appropriate in context. This became clear when staff received a proposed draft of a Second Saturday survey created by RK&A, shown in Appendix B. Seeing the draft outcomes and indicators translated into survey questions fostered the realization that many of the outcomes and indicators, while certainly things the Museum hoped to achieve, differed from the core goals of the program itself. In order for the evaluation to provide meaningful feedback, a balance needed to be struck between the outcomes and indicators suggested by the larger committee and the ongoing structure and focus of the program. Conversations amongst Museum staff and with RK&A allowed the outcomes and indicators to be refined, resulting in the most up-to-date version of the framework, found in Appendix A. However, it became clear that the
document will continue to be a work in progress as evaluative thinking and the structure and focus of programs continue to evolve.

Once the outcomes and indicators were in place, staff began working with RK&A to collaboratively develop the new instruments. Given the extent of the evaluation strategies already in place prior to undertaking the impact planning process, the internal group had a strong sense of questions where it was important to provide continuity and strategies that would lead to successful data gathering. With the help of RK&A, staff was able to create hybrid instruments that maintained these effective approaches while integrating questions that spoke to the new outcomes and indicators. An example of this can be seen in the final Second Saturdays survey in Appendix B. Efforts to fully align the instruments are ongoing.

KEY RESULTS

Through this work, the Museum achieved a number of important results.

- **Collaboratively clarified the intended impact of CEI**: Stakeholder addressed the overarching question, “To what end does the museum do its work related to CEI?,” reorienting the focus from listing activities to demonstrating the program’s result or ultimate effect on audiences served. This provides a unifying focus for planning, decision making and evaluation.

- **Developed new outcomes and indicators**: Drawing on the workshop about passions and CEI’s distinct qualities, the group developed and refined outcomes for target audiences, using museum professional and scholar Stephen Weil’s definition of impact, “making a difference in the quality of people’s lives.” For each of these outcomes, the group brainstormed potential indicators, considering: “What must audiences do or say to demonstrate they have achieved an outcome?”

- **Created new evaluation instruments**: Using the new Mission and Impact statements, outcomes and indicators, the group aligned select existing evaluation instruments to allow the Museum to demonstrate that it is achieving the intended impact on the target audiences.

- **Grew stakeholder involvement**: This collaborative process involved many internal and external stakeholders in broader conversation about CEI that transcends individual programs. This helped stakeholders develop a sense of ownership in CEI, contribute to CEI in a meaningful way, and gain new insights into evaluation and evaluative thinking. Overall, the process helped grow participants’ commitment to the ongoing success of CEI.

- **Established a common language**: The impact framework helps drive internal decision making by proving a consistent vocabulary for planning, reviewing and evaluating CEI efforts.

- **Created a foundation for demonstrating continuing success**: The aligned evaluation plan will allow the Museum to measure the impact of programs, increasing its competitiveness for grant funding.
RECOMMENDED ACTION STEPS

• Continue aligning existing evaluation instruments for CEI programs and create new ones for programs that are not currently being measured

• Devise and implement evaluation administration plans for the next four-year cycle

• Work towards consistent analysis and reporting of data
APPENDIX A:

IMPACT PLANNING FRAMEWORK

Mission (what CEI does)
The Community Engagement Initiative (CEI) welcomes and inspires new and existing audiences while ensuring the Wadsworth is a vital part of the City and greater Hartford.

Impact (ultimate effect of CEI on audiences)
Participants embrace the Wadsworth as their place and come together to experience the power of art.

Audiences (whom CEI serves)
• Docent-led Student Groups (PreK to 6)
• Diverse Families
• Diverse Adults (seeking social experiences)
• Underserved Hartford Youth
• Community Collaborators

Distinct Qualities (what makes CEI unique)
• Builds relationships with people and organizations
• Committed to strengthening the Hartford community
• Creates accessible experiences for diverse communities
• Uses collections and programs to create meaningful connections

Discussion Tool
1. **Audience**: Who is the target audience/s for the work/program? Which program elements strongly align with the target audience? Which do not?
2. **Mission/Impact/Outcomes**: Does the work/project support mission and impact? Which elements inspire your target audience to embrace the Wadsworth as their place and come together to experience the power of art? Which do not? Which outcomes does the project/program support? What can we do to deepen or broaden impact?
3. **Distinct Qualities**: Does the work/project accentuate three or more of the CEI’s distinct qualities? Which ones and in what ways?
4. **Collaboration**: Does the work/program encourage community collaboration? With whom and in what ways?
5. **Resources**: How will you fund the work/program? Does it require new resources or resource realignment

Outcomes and Indicators
*Outcomes*: intended results on a specific audience
*Indicators*: evidence of achieving outcomes
DOCENT-LED STUDENT GROUPS (PRE K TO 6)

Outcome 1: Students build their critical response skills.

Indicator 1: Students use art terminology to describe, analyze, and interpret works of art (e.g., color, line, shape, texture).

Indicator 2: Students exercise their critical thinking skills (e.g., ask questions, respond to questions, pose solutions, formulate opinions, compare and contrast, build on comments of others, revise thoughts).

Indicator 3: Students support their ideas and opinions with visual evidence (e.g., use specific elements of the work of art as supporting details for their statements).

Outcome 2: Students are aware of different perspectives of seeing and thinking through experiences with art.

Indicator 1: Students express an interest in/are curious about art from other places and times. (e.g., ask questions, respond to questions)

Indicator 2: Students articulate similarities and differences among art from different people, places, and time (e.g., notice differences in subject matter, setting, ideas, etc.).

Outcome 3: Students feel empowered by experiences with art and the museum.

Indicator 1: Students connect the art they see with their own experiences, knowledge or ideas (e.g., students understand how those people feel, students can relate to the message of the story, students can identify the elements of art they learned in school).

Indicator 2: Students share their opinions or ideas about the works of art verbally and/or nonverbally (e.g., why they do/do not like something, ask and respond to questions-in their writing and with their classmates)

Indicator 3: Students express interest in the museum and returning to the museum (e.g., verbalize their curiosity about the museum, express enthusiasm for being in the museum, state they want to come back, use family pass).

DIVERSE FAMILIES

Outcome 1: Families feel inspired and encouraged to actively experience art together.

Indicator 1: Families want to create art and participate in art-related activities (e.g., work on hands-on projects; watch and take part in performances of dance, storytelling, magic or music).

Indicator 2: Families encounter art together as a shared experience (e.g. children and adults help each other as they create art, families take tours and look at art together, families participate in performance activities together).
**Indicator 3:** Families engage in dialogue about art (during tours or together as a group).

**Outcome 2:** Families connect their art experiences to their own lives.

**Indicator 1:** Families create art and talk about how it reflects their personal experiences (e.g., memories, feelings, familiar places).

**Indicator 2:** Families apply the skills they are using at the Wadsworth to their everyday lives (e.g., observing, describing, socializing, working together).

**Outcome 3:** Families develop a comfortable relationship with the Wadsworth and art through their experiences.

**Indicator 1:** Families interact and socialize with staff, volunteers, docents, and each other (e.g., families interact with others during performances, art creation, etc., introduce members of their group to Wadsworth staff, share a story or personal experience with Wadsworth staff).

**Indicator 2:** Families talk about a positive or meaningful experience during their visit (e.g. describe an aspect they enjoyed).

**Indicator 3:** Families express an interest or curiosity in continuing to explore art (e.g. state interest in returning to the Wadsworth or another museum, creating art on their own, etc.).

**Indicator 4:** Families are comfortable facilitating art experiences for each other and others (e.g., adults read, discuss, or request directions for art projects, help children with their art creation, discuss the process of creation with others).

**DIVERSE ADULTS (SEEKING SOCIAL EXPERIENCES)**

**Outcome 1:** Adults value the Wadsworth as a unique social gathering space.

**Indicator 1:** Adults share positive experiences with others (e.g., encourage others to attend First Thursdays, share positive comments on social media).

**Indicator 2:** Adults return on their own and/or bring others to the Wadsworth for First Thursdays (e.g., “arranged to meet someone”).

**Indicator 3:** Adults say that they met new and different people (e.g., “branched out,” “met those with similar interests”).

**Outcome 2:** Adults grow their interest in art and culture.

**Indicator 1:** Adults participate in other arts programs and events at the Wadsworth or other arts organizations.
Indicator 2: Adults engage in tours, activities, films, etc. at the Wadsworth during First Thursdays (i.e., go beyond eating and drinking)

Indicator 3: Adults increase their awareness of another culture (e.g., learning something new about another culture’s dance, music, art) and/or the diversity of Hartford (e.g., awareness of different ethnicities in the area)

UNSERVED HARTFORD YOUTH (AFTER SCHOOL / OUT OF SCHOOL TIME)

Outcome 1: Youth feel empowered by experiences with art and the museum.

Indicator 1: Youth connect the art they see with their own experiences, knowledge, ideas or goals (e.g., comparing artists in the collection to their own artwork, identifying objects or concepts that are familiar to them, providing their previous knowledge about an object or a topic, etc.).

Indicator 2: Youth feel ownership of their artistic choices (e.g. work collaboratively with artists to create their own art, generate and discuss ideas about creation of artwork, want to show other their art, work to develop portfolio of artwork for college admissions).

Indicator 3: Youth are inspired to continue their involvement with the visual arts (e.g. volunteer at events, attend programs, visit the museum with friends/family or on their own, sketch in the galleries, further art education etc.).

Outcome 2: Youth strengthen their critical response and creative expression skills.

Indicator 1: Youth engage in dialogue using critical thinking skills (e.g. ask questions, respond to questions, pose solutions, formulate opinions, compare and contrast, build on comments of others, revise thoughts).

Indicator 2: Youth support their ideas and opinions with visual evidence (e.g., use specific elements of the work of art as supporting details for their statements).

Indicator 3: Youth express their ideas and opinions visually (e.g. express their opinions through the creation of artwork, create or contribute to a word web or other organizational tool, use a sketchbook to work through ideas visually, describe how their ideas were expressed through their art).

COMMUNITY COLLABORATORS

Outcome 1: Collaborators trust the Wadsworth and the quality of its CEI programs.

Indicator 1: Collaborators express a desire to continue partnering with CEI programs.

Indicator 2: New collaborators request to partner with the Wadsworth to deliver and co-create CEI programs.
**Indicator 3:** Collaborators bring their constituents to other CEI programs where they are not the collaborating partner.

**Outcome 2:** Collaborators perceive their individual partnership with the Wadsworth as successful.

**Indicator 1:** Collaborators articulate their goals for the partnership and how these goals were successfully achieved (which may include that: the organization built new audiences, constituents had meaningful/engaging experiences, the organization received positive exposure for their efforts, the organization received resources they otherwise would not have access to, etc.).

**Indicator 2:** Collaborators give concrete examples of how the partnership is relevant to their organization and constituents.

**Indicator 3:** Collaborators promote the Wadsworth to other organizations (word-of-mouth recommendation, discuss the success of the partnership through their membership publications, etc.)
APPENDIX B: SECOND SATURDAYS SURVEYS

SUMMER 2012 SURVEY

Second Saturdays for Families Summer 2012

1. Second Saturdays for Families Summer 2012

We would like to hear about your experiences at Second Saturdays for Families over this past summer. Your responses help us plan for more exciting programs at the Wadsworth Atheneum!

1. How did you hear about Second Saturdays for Families at the Wadsworth Atheneum? (Check all that apply)

- [ ] Museum flyer
- [ ] Museum website
- [ ] Instant Atheneum E-blast
- [ ] Newspaper
- [ ] Facebook
- [ ] Child’s school
- [ ] Hartford Public School communication
- [ ] Community organization
- [ ] Word of mouth (friend or relative)

Please specify newspaper, school, or organization: 

2. When you came to Second Saturdays for Families this summer...

a) Was it your first visit to the Wadsworth Atheneum?  
   [ ] yes  [ ] no

b) Had you ever attended the program before?  
   [ ] yes  [ ] no

3. How many times have you attended Second Saturdays for Families?

- [ ] a) 1 time
- [ ] b) 2-3 times
- [ ] c) 4 or more times

2. Experience

4. How did you like the programming during Second Saturdays for Families?

<table>
<thead>
<tr>
<th></th>
<th>didn’t like</th>
<th>liked a little</th>
<th>liked</th>
<th>liked a lot</th>
<th>loved</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands-on art project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>family tours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>live music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>special activities that involve music and dance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. What was one of your favorite or most memorable experiences while you were at Second Saturdays for Families and why?

6. Has your experience during Second Saturdays for Families...

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) developed your child's interest in art?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) grown your own interest in art?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) strengthened your relationship with your child or children?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feel free to tell us more...

3. Knowing our Audience

7. What age(s) children did you bring to Second Saturdays? (please check as many boxes as apply)

- Infants to age 2
- Ages 2 to 5
- Ages 6 to 12
- Ages 13 and older

8. What language or languages are spoken in your home? Please check all that apply.

- English
- Spanish
- Hindi
- Chinese
- Croatian
- Portuguese
- Other (please specify)

9. Are you a Member of the Wadsworth Atheneum?

- Yes
- No

4. Your comments
10. Is there anything else you would like to share about your experience at Second Saturdays for Families or the Wadsworth Atheneum Museum of Art in general?
**SECOND SATURDAYS FOR FAMILIES**

Please tell us about your experience. Your feedback is important!

What is your zip code? ______________________ Date: ______________________

1. Please choose one statement that best matches your reason for visiting today:
   - [ ] I like to learn about things and can satisfy my curiosity here.
   - [ ] I am here to support the experience of my family or friends.
   - [ ] This is an important destination and one of the best experiences to have in the area.
   - [ ] I’m knowledgeable about art and visiting to see the collection or an exhibition.
   - [ ] I need to recharge and coming here helps me do that.

For the following questions please answer for yourself and the people you are here with.

2. How much do you disagree or agree with the following statements about your visit?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. We felt welcome</td>
<td>□</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>b. We feel inspired to return</td>
<td>□</td>
<td></td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c. We felt comfortable</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. We enjoyed the visit overall</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

3. How did you like each part of your visit?

<table>
<thead>
<tr>
<th>Activity</th>
<th>We didn’t like this</th>
<th>It was OK</th>
<th>We really liked this</th>
<th>It was fabulous</th>
<th>We didn’t do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Hands-on art project</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b. Family tours</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Live music</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Special activities like performances or demonstrations</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>General visit to the Wadsworth</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>e. Looking at art</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>f. Meeting new people</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Socializing</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Has your experience at Second Saturdays today...

<table>
<thead>
<tr>
<th>Activity</th>
<th>No</th>
<th>Somewhat</th>
<th>Yes</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Developed your child/children’s interests in art</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b. Cultivated your own interest in art</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>c. Strengthened your relationship with your child or children</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>
5. Is this your first visit to the museum? □ Yes □ No □ Not sure

6. Are you a member of the museum? □ Yes □ No □ Not sure

7. NOT including today’s visit, how many times have you visited in the past two years?
   □ 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 or more


9. Circle your relationship(s) to the children with you today:
   Parent  Teacher  Grandparent  Other Family  Friend
   Guardian  Chaperone  Other:_____________________

   Our funders request that we ask you this information:
   In what year were you born? _______________

   Your gender: □ Female □ Male □ _______________

   What is the highest level of school you have completed or the highest degree you have received?
   □ Less than 9th grade □ Some college
   □ Some high school □ College graduate
   □ High school graduate □ Advanced graduate degree

   Please indicate your race/ethnicity (mark all that apply):

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Asian or Asian-American</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Native Hawaiian or other Pacific Islander</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Is there anything else that you would like to share about your experience at Second Saturdays for Families or the Wadsworth Atheneum Museum of Art in general?

Thank you!
SURVEY INITIALLY PROPOSED BY RK&A

WADSWORTH ATHENEUM CEI FAMILY PROGRAMS SURVEY
Date: __/__/_______  Day: [Weekend]  [Weekday]  Data Collector Initials: _________  ID#: _________

1. Is this your first visit to the Wadsworth Atheneum?
   [ ] Yes (Skip to question #3)
   [ ] No

2. Not including TODAY, how many times have you visited the Wadsworth Atheneum in the past two years?
   [ ] 0 times
   [ ] 1 time
   [ ] 2 times
   [ ] 3 times
   [ ] 4 times
   [ ] 5 times
   [ ] 6+ times

3. Please choose one statement that best matches your reason for visiting today.
   [ ] I like to learn about things and can satisfy my curiosity here.
   [ ] I am here to support the experience of my family and friends.
   [ ] This is an important destination and one of the best experiences to have in the area.
   [ ] I'm knowledgeable about art and visiting to see the collection or an exhibition.
   [ ] I need to recharge and coming here helps me do that.

4. Please rate how strongly you agree or disagree with the statements below. Circle ONE number or N/A if a statement does not apply to your visit TODAY.

<table>
<thead>
<tr>
<th>DURING TODAY’S VISIT, MY FAMILY AND I</th>
<th>STRONGLY DISAGREE (1)</th>
<th>STRONGLY AGREE (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personally connected to a work of art.</td>
<td>1 2 3 4 5 6 7</td>
<td>N/A</td>
</tr>
<tr>
<td>b. Felt inspired by artists we saw creating and/or performing art.</td>
<td>1 2 3 4 5 6 7</td>
<td>N/A</td>
</tr>
<tr>
<td>c. Felt inspired by another visitor’s art creation.</td>
<td>1 2 3 4 5 6 7</td>
<td>N/A</td>
</tr>
<tr>
<td>d. Identified a favorite work of art and/or artist.</td>
<td>1 2 3 4 5 6 7</td>
<td>N/A</td>
</tr>
<tr>
<td>e. Felt inspired by a work of art on display.</td>
<td>1 2 3 4 5 6 7</td>
<td>N/A</td>
</tr>
</tbody>
</table>

5. Please rate each statement on a scale of 1, “Not relevant to my family’s everyday life,” to 7, “Relevant to my family’s everyday life.” Circle ONE number per row.

<table>
<thead>
<tr>
<th>NOT RELEVANT (1)</th>
<th>RELEVANT (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Looking closely at the details in a work of art.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>b. Describing to each other what we see in a work of art.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>c. Working together to create a work of art.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>d. Socializing with other families in an art-rich environment.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
6. TODAY’s program offered a variety of things to do. For each activity, please check **YES** or **NO** to indicate whether you and your family did it during TODAY’s visit. For each activity you did, please rate it on a scale from 1, “Not an enjoyable experience for me and my family,” to 7, “Very enjoyable experience for me and my family.”

<table>
<thead>
<tr>
<th>MY FAMILY AND I ...</th>
<th>DID YOU DO THIS?</th>
<th>NOT ENJOYABLE (1)</th>
<th>VERY ENJOYABLE (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Worked together to create art</td>
<td>□ Yes □ No</td>
<td>1 2 3</td>
<td>4 5 6 7</td>
</tr>
<tr>
<td>b. Watched an artistic performance together (dance, storytelling, magic, film)</td>
<td>□ Yes □ No</td>
<td>1 2 3</td>
<td>4 5 6 7</td>
</tr>
<tr>
<td>c. Shared ideas for how to create art</td>
<td>□ Yes □ No</td>
<td>1 2 3</td>
<td>4 5 6 7</td>
</tr>
<tr>
<td>d. Danced together</td>
<td>□ Yes □ No</td>
<td>1 2 3</td>
<td>4 5 6 7</td>
</tr>
<tr>
<td>e. Walked around together to see the art (not a guided tour)</td>
<td>□ Yes □ No</td>
<td>1 2 3</td>
<td>4 5 6 7</td>
</tr>
<tr>
<td>f. Talked about the art on display</td>
<td>□ Yes □ No</td>
<td>1 2 3</td>
<td>4 5 6 7</td>
</tr>
<tr>
<td>g. Took a guided tour of the collections</td>
<td>□ Yes □ No</td>
<td>1 2 3</td>
<td>4 5 6 7</td>
</tr>
<tr>
<td>h. Listened to live music together</td>
<td>□ Yes □ No</td>
<td>1 2 3</td>
<td>4 5 6 7</td>
</tr>
</tbody>
</table>

7. Based on TODAY’s visit, please rate how you feel on the four scales below by selecting one number that is closest to your feeling.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Today’s experience did not meet my expectations</td>
</tr>
<tr>
<td>2</td>
<td>I do not feel interested in exploring any more art</td>
</tr>
<tr>
<td>3</td>
<td>I do not feel inspired to create art</td>
</tr>
<tr>
<td>4</td>
<td>Today’s experience did not help my family see the connections between art and our everyday lives</td>
</tr>
<tr>
<td>5</td>
<td>Today’s experience surpassed my expectations</td>
</tr>
<tr>
<td>6</td>
<td>I feel very interested in exploring more art</td>
</tr>
<tr>
<td>7</td>
<td>I feel inspired to create art</td>
</tr>
<tr>
<td></td>
<td>Today’s experience helped my family see the connections between art and our everyday lives</td>
</tr>
</tbody>
</table>
THIS IS THE LAST PAGE OF QUESTIONS. THANK YOU FOR PARTICIPATING.

1. How many children are with you today? ________________

2. What are the children’s ages? ________________

3. What is your relationship to the child(ren) with you today?
   - Parent
   - Teacher
   - Grandparent
   - Other family
   - Friend
   - Guardian
   - Chaperone

4. How many adults are with you today (not including you)? __________

5. Are you a member of the Wadsworth Atheneum?
   - Yes
   - No

   Our funders request that we ask you this information:

6. In what year were you born? ________________

7. Your gender:
   - Male
   - Female
   - ________________

8. Please indicate the highest level of school you have completed or the highest degree you have received.
   - Less than 9th grade
   - Some high school
   - High school graduate
   - Some college
   - College graduate
   - Advanced graduate degree

9. What is your zip code? ______________________

10. Please indicate your race/ethnicity. Mark all that apply.
    - Black or African American
    - American Indian or Alaska Native
    - Asian or Asian-American
    - White
    - Hispanic or Latino
    - Native Hawaiian or other Pacific Islander
    - Other

THANK YOU! PLEASE RETURN THE SURVEY TO THE DATA COLLECTOR.
REVISED RK&A SECOND SATURDAYS SURVEY

WADSWORTH ATHENEUM CEI FAMILY PROGRAMS SURVEY

Date: __/__/____ Day: ☐ Weekend  ☐ Weekday  Data Collector Initials: __________  ID#: __________

1. Is this your first visit to the Wadsworth Atheneum?  
☐ Yes (Skip to question #3)  
☐ No

2. Not including TODAY, how many times have you visited the Wadsworth Atheneum in the past two years?  
☐ 0 times  
☐ 1 time  
☐ 2 times  
☐ 3 times  
☐ 4 times  
☐ 5 times  
☐ 6+ times

3. Please choose one statement that best matches your reason for visiting today.  
☐ I like to learn about things and can satisfy my curiosity here.  
☐ I am here to support the experience of my family and friends.  
☐ This is an important destination and one of the best experiences to have in the area.  
☐ I'm knowledgeable about art and visiting to see the collection or an exhibition.  
☐ I need to recharge and coming here helps me do that.

4. Check ONE box or Not Applicable if a statement does not apply to your visit TODAY. Please rate how strongly you agree or disagree with the statements below

<table>
<thead>
<tr>
<th>During today's visit, my family and I . . .</th>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personally connected to a work of art.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Felt inspired by artists we saw creating and/or performing art.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Identified a favorite work of art and/or artist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Felt inspired by a work of art on display.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Please rate each statement on a scale of 1, “Not relevant to my family's everyday life,” to 7, “Relevant to my family's everyday life.” Circle ONE number per row.

<table>
<thead>
<tr>
<th>On how strongly you agree or disagree with the following statements:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Looking closely at the details in a work of art relevant to my family’s everyday life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Describing to each other what we see in a work of art is relevant to my family’s everyday life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Working together to create a work of art is relevant to my family’s everyday life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Socializing with other families in an art-rich environment is relevant to my family’s everyday life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. TODAY’s program offered a variety of things to do. For each activity, please rate how strongly you agree or disagree with the statements below. If you did not do the activity, check “Not Applicable.”

<table>
<thead>
<tr>
<th>My Family and I . . .</th>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Worked together to create art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Watched a performance together (dance, storytelling, magic, film)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Shared ideas for how to create art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Danced together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Walked around together to see the art (not a guided tour)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Talked about the art on display</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Took a guided tour of the collections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Listened to live music together</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Socialized with other families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Socialized with Wadsworth staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Please rate how strongly you agree or disagree with the statements below. Check ONE box or Not Applicable if a statement does not apply to your visit TODAY.

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Today’s experience surpassed my expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I am interested in exploring more art.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>c. I feel inspired to create art.</td>
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<tr>
<td>d. Today’s experience helped my family see the connections between art and our everyday lives.</td>
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<tr>
<td>e. I am interested in returning to the Wadsworth.</td>
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<td>f. I am comfortable helping my family create art.</td>
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</tbody>
</table>
1. How many children are with you today? ____________

2. What are the children’s ages? ____________

3. What is your relationship to the child(ren) with you today?
   - Parent
   - Teacher
   - Grandparent
   - Other family
   - Friend
   - Guardian
   - Chaperone

4. How many adults are with you today (not including you)? __________

5. Are you a member of the Wadsworth Atheneum?
   - Yes
   - No

   *Our funders request that we ask you this information*

6. In what year were you born? __________

7. Your gender:
   - Male
   - Female
   - Other

8. Please indicate the highest level of school you have completed or the highest degree you have received.
   - Less than 9th grade
   - Some high school
   - High school graduate
   - Some college
   - College graduate
   - Advanced graduate degree

9. What is your zip code? ________________

10. Please indicate your race/ethnicity. Mark all that apply.
    - Black or African American
    - American Indian or Alaska Native
    - Asian or Asian-American
    - White
    - Hispanic or Latino
    - Native Hawaiian or other Pacific Islander
    - Other

THANK YOU! PLEASE RETURN THE SURVEY TO THE DATA COLLECTOR.