

# **Vietnamese Audience Development Initiative Phase II**

**Summative Evaluation  
Fall 2012**

## Table of Contents

<b>Overview</b> .....	<b>3</b>
Methods.....	3
<b>Results</b> .....	<b>6</b>
Building Internal Capacity & Expanding Institutional Values of Diversity .....	7
Developing Messaging & Engaging the Vietnamese Community.....	17
Forging Relationships with Community Advisors and Partners.....	24
<b>Conclusions</b> .....	<b>32</b>
<b>References</b> .....	<b>36</b>
<b>Appendices</b> .....	<b>37</b>

## Overview

Children's Discovery Museum, with support from the Institute of Museum and Library Services, launched Phase II of the Vietnamese Audience Development Initiative (VADI). Building on the strong foundation and success of the first phase of VADI, the goals of the second phase included building internal staff capacity regarding diversity and inclusion and developing external communications strategies that effectively reach first- and second-generation Vietnamese families. Garibay Group worked with CDM to evaluate internal capacity-building efforts, to develop and test key messages to communicate the values of CDM to Vietnamese families, and to evaluate outreach efforts. This report presents evaluation findings for this initiative.

### Evaluation Methods

Summative evaluation used a mixed methods approach (Green and Caracelli, 2002), collecting both quantitative and qualitative data. Methods includes surveys, interviews, field notes and document review.

#### *Staff surveys*

As part of assessing the project's internal capacity goals, we collected survey data from staff on two occasions. We administered surveys at the beginning of the project to establish a baseline and then again at the end of the project to determine shifts in attitudes and perspectives. Surveys contained closed-ended, Likert scale, and open-ended questions. Surveys were administered online.

We received 40 responses at baseline and 41 and follow-up, for a 58% and 60% response rate respectively. Responses included all departments, although the majority of responses identified their department as Education & Programs (37%) and Administration and Finance (32%). More than half of them (68%) were full-time staff members. Respondents' work experience at CDM ranged from 1-2 years all the way to 16+ years. Participating staff also reported extensive overall work experience in the museum field from 1-2 years to 16+. However, almost a third of them (31%) had more than 16 years.

#### *Staff interviews*

We conducted interviews with staff directly involved with the VADI Phase II project in order to gain a deeper understanding of their experiences with the project. Using a semi-structured approach, interviews with four key staff members involved in the project explored a range of topics, including perspectives on various components of the project, perceived successes and challenges, personal learning as a result of involvement in VADI, and perspectives about CDM's efforts at furthering the organization's capacity around diversity and inclusion.

#### *Caregiver Surveys*

Parents and grandparents attending enrichment workshops at libraries aimed at the Vietnamese community were surveyed to obtain feedback on their experiences at the workshops and perspectives on CDM. Surveys included closed-ended, Likert scale, and open-ended questions.

Surveys were administered to participants attending workshops in June through July 2012, which were held at four libraries in the San Jose area. We received a total of 51 completed surveys. An exact response rate is difficult to calculate because of the drop-in nature of the program. Based on best estimates from attendance data, the response rate ranged from 50% to 93%, depending on the library. The differences in response rates were primarily due to caregivers not having time to complete the survey at the end of the session.

The majority of respondents (38%) indicated they had attended 2-3 sessions, on average. Participating children were almost entirely in the 0-5 age range. Nearly half of the respondents (43%) indicated they had heard of the CDM but never visited it, while 14% had never even heard of it. The vast majority (90%) of the respondents resided in the city of San Jose.

### *Community Advisor/Partner Survey*

In order to understand community advisor and partner's experiences in VADI, we administered surveys at two points in the project. Advisors/partners were asked to complete a survey at the beginning of the Phase II process. This survey focused primarily on questions about the Vietnamese community to help gather key information about the needs, values, and experiences within the Vietnamese community. The survey also included a set of questions about CDM in order to capture advisors' perceptions of the organization. At the end of the project, we conducted a follow-up survey to learn about their overall experiences with the project and their assessment of the projects' success. The survey also repeated a set of questions about CDM in order to measure possible shifts in perceptions as a result of their involvement in the project. Surveys were administered online.

We received a total of 11 surveys at the beginning of the project (an 84% response rate) and 12 at follow-up (a 92% response rate). Respondents' involvement with this phase of VADI varied. Participants were involved with CDM in one of three ways: as participants in visitor panels advising on the development of messaging to the Vietnamese community, as advisors for the Children of the Dragon event, or CBO partners. In some cases respondents were involved in only one of these activities while others were involved in two or three.

Sample characteristics of respondents at follow up: Respondents' ages ranged from 26 to 65. They had spent more than 16 years in the USA. Nearly half of them (55%) have been in the country for more than 31 years. (Note that the survey did not ask respondents to identify specifically whether they were immigrants or born in the U.S.). The majority of respondents (91%) have spent more than 10 years in Santa Clara county.

*We conducted follow-up phone interviews* with five advisors to deepen our understanding about their experiences with the project. Interviewees were purposively selected for the interviews (Babbie, 1998) so that we could obtain responses from a range of advisors with diverse perspectives (e.g., first and second generation, involved with CDM in different capacities).

### *Document Review*

Special event and grassroots activity data were reviewed to assess overall levels of activity and attendance. We reviewed data for 2011 and 2012.

In order to determine visitation patterns by the Vietnamese community, we analyzed and compared membership zip code data for 2010 and 2012. We also analyzed and compared exit survey zip code data collected by CDM staff in summer 2010 and in summer 2012.

We also reviewed and analyzed field notes and documents generated as part of the visitor panels and focus groups conducted in order to develop culturally relevant messaging for the Vietnamese community.

### *Analysis*

For survey data, quantitative components were analyzed and basic descriptive statistics were summarized in tables. While survey sample sizes were too small to run statistical significance tests, we nonetheless, disaggregated data and conducted cross-tabulations to identify any major differences in responses or respondent characteristics. We found no meaningful differences. For open-ended survey responses, thematic coding was used to develop and calculate response categories. Typically, we present responses in percentages. (In some cases, these percentages do not add up to 100% due to rounding.) Where more appropriate, the actual number of responses (N) is provided.

Interview data were coded using inductive coding (Strauss and Corbin, Patton 1990) which allowed researchers to identify emergent patterns and themes in the data without the limitations imposed by predetermined categories. As patterns and themes were identified, researchers use a constant comparison method to tease out the strength of patterns and themes (Miles and Huberman, 1994). In this iterative process each unit of data was systematically compared with each previous data unit, which allowed the researcher to continually identify, develop, and refine categories of data and patterns as they emerged. Coded data were then clustered and analyzed for interrelationships between categories.

### *Limitations*

As with every study, this evaluation had limitations. Due to time, budget, and staffing constraints we did not gather data from a larger group of families attending CDM events. It would have been desirable, for example, to have administered surveys at special events such as Children of the Dragon, at all enrichment workshops, periodically during general museum visitation days. Additionally, collecting observation data at some of these activities would have been desirable. Resources precluded observations. Nonetheless, we attempted to gather feedback about Vietnamese families' experiences through various sources (e.g., caregiver surveys, advisor feedback, staff observations) to triangulate findings.

## Results

### I. Building Internal Capacity and Expanding Institutional Values of Diversity

While many inclusion efforts focus on outreach to specific communities, an often overlooked aspect of inclusion efforts is the need for an organization to engage in deep self-reflection. Heumann Gurian (cited in Cooper, 1998), for example, has suggested that the most difficult obstacle to achieving inclusion in museums is not competition, design challenges, or economic downturns, but rather the organization's internal culture. Extensive interviews with staff in the Phase I evaluation of VADI also pointed to the need to create and shared vision and build internal capacity around diversity and inclusion. (Evaluation findings indicate that, overall, CDM successfully met this goal.)

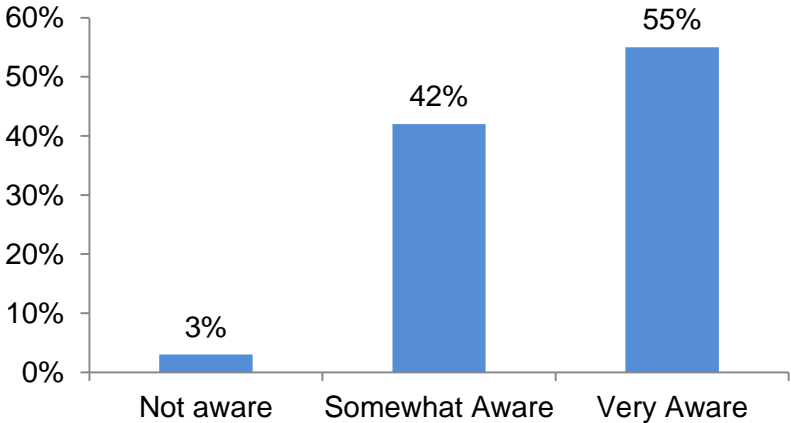
To this end, CDM accomplished the following activities:

- Conducted annual professional development sessions concerning diversity and inclusion (two sessions total). These sessions were one-and-a-half-day events open to all staff, including part-timers and volunteers.
- Conducted training on working with families with children on the autism spectrum as part of CDM's new initiative aimed at engaging this community.
- Engaged staff and board members in developing new mission, vision, and values statements with more inclusive focus and language.
- Created a process by which project teams include a broad cross-section of staff and departments to ensure diverse input and representation.
- Experimented with a mentorship model in which senior staff coached junior staff to provide leadership opportunities and richer experiences.
- Launched an internal communications effort whereby information on finances and other critical issues are shared with all staff. In order to ensure timely communication and dissemination to staff, written information was included in pay envelopes.
- Created a new position: Vietnamese Cultural Liaison. The staff person hired is a bicultural and bilingual staff member focused on building stronger relationships with the Vietnamese community.
- Began the process for developing and inclusion statement for CDM (this item remains is in process.).

**Awareness of Initiative**

The previous VADI evaluation (Garibay, 2008), found that not all staffers were aware of CDM’s diversity initiatives. Current evaluation data found a shift for the positive, with 97% of staff now indicating that they were “very aware” or “somewhat aware” of the diversity and inclusion efforts.

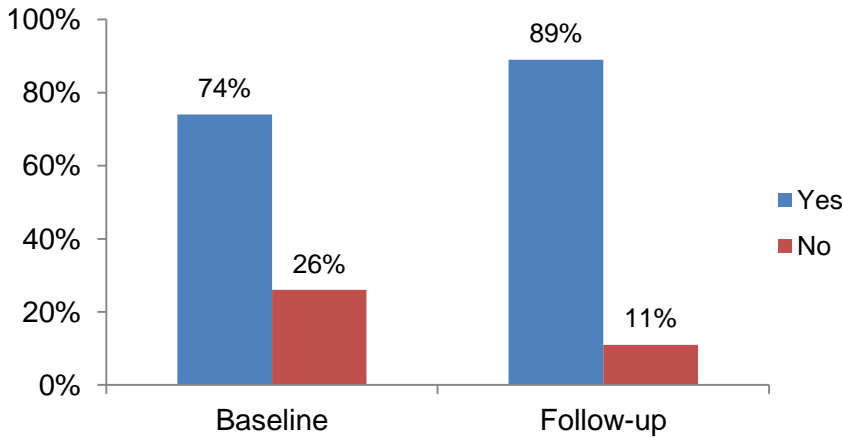
**Were you aware that CDM has established an organization-wide initiative to develop a culturally competent and inclusive workplace and community venue?**



*Importance of Awareness of Cultural Diversity*

We also identified a positive increase in staff perspectives about how central developing awareness of cultural diversity was to their work. When asked, “Is an awareness of cultural diversity important in your everyday work?”, 89% of staff responding to the follow-up survey said an awareness was important (compared to 74% in the baseline survey).

**Is an awareness of cultural diversity important in your everyday work?**



When asked to expand on why awareness of cultural diversity was important, surveyed staff mentioned a range of reasons:

- The need to understand diverse audiences in order to create appropriate and relevant offerings (e.g., programs, exhibits, special events) for all families. Some noted that an awareness of cultural diversity was central to improving the overall museum experience for diverse families.
- Diversity's importance in strengthening overall communications with various community participants including families, program partners, teachers, students, and even vendors. Some specifically commented that understanding cultural diversity helped them develop (and deliver on) messages that resonated with the needs and perspectives of culturally diverse audiences.
- That developing awareness of cultural diversity facilitated their work internally and was essential in creating a mutually supportive and understanding work environment. This was mentioned as being critically important given the diverse staff at CDM.

*“Communicating our messages in ways that resonate with diverse audiences strengthens the message.”*

*“As we interact with many different cultures and generations, we strive to ensure we are aware of all cultures.”*

*“I work with a wide variety of community participants from many cultures and economic situations.”*

*“I work directly with all staff (diverse in itself) as well as with visitors. Being sensitive to diversity issues is critical.”*

*“I think you need to be aware of the diverse audience this museum attracts and how we present our programming to visitors of all cultures and backgrounds is very important.”*

Note that the two respondents who did not feel awareness of cultural diversity was important to their work seemed to take objection to diversity work in general, stating that they felt it created boundaries among people and unintentionally labeled individuals as “different.” According to these respondents, we are all different in some way or another.

*“No, I see my fellow workers as PEOPLE, and do NOT assimilate [sic] culture, class, nationality, etc. to them. I work with EVERYONE and in the state of CA you are already aware of cultural diversity!”*

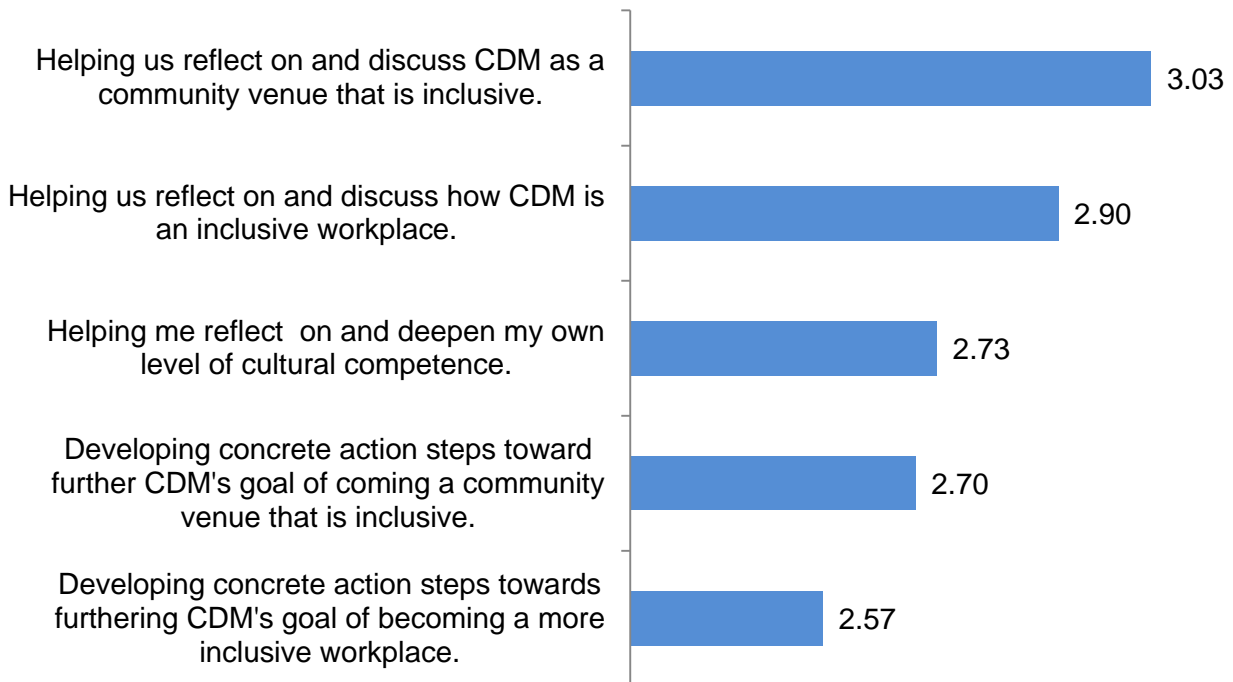
### *Usefulness of Profession Development Sessions*

As part of its efforts to build internal capacity, CDM held two professional development retreats (fall 2011 and fall 2012) focused on diversity. Using a 1 – 4 scale (1 = not useful and 4 = very useful), staff were asked to rate the usefulness of these professional development sessions in several areas. Survey staff considered the most useful aspects of the sessions to be helpful in



reflecting on CDM as a) an inclusive community venue and b) an inclusive workplace. While ratings were generally solid across all statements, respondents were slightly less confident about the sessions' effectiveness in developing concrete action steps toward becoming a more inclusive workplace.

### Professional Development Usefulness Ratings



Surveyed staff also cited a variety of advantages to these professional development sessions. They noted the involvement of staff all levels (e.g., senior to part-time junior staff) as one of the most valuable aspects. Participating staff noted that they welcomed and enjoyed the opportunity to share experiences with other department members and engage in meaningful discussions. They shared that individuals have different perspectives about diversity and inclusion and that these forums allowed everyone, regardless of position, to be heard and to hear others. Respondents believed that allowing everyone opportunities to explore and give input on the topics of diversity and inclusion helped create transparency within the organization. Some respondents noted that the sessions helped spread awareness about the idea of cultural inclusivity and helped all reflect on what this meant for CDM as a whole. They believed these were important first steps in developing a culturally competent and inclusive community venue and workplace.

*“That everyone at all levels of museum staff was included in the discussion was potentially the most valuable aspect of these sessions.”*

*“Getting folks from throughout the institution together to focus on these issues and reflect about CDM's goals, strategies, and successes.”*

*“Brainstorming/discussing ideas with other staff members.”*

*“In my opinion the most valuable aspects of these professional development sessions is ability to participate with my own individual perspectives in an environment where only positive criticism would be given.”*

*“Develop concrete action steps toward further CDM's goal of coming a community venue that is inclusive.”*

*“I think it started the dialogue, which is always an important first step”.*

*“The opportunity to create a common understanding about what the term cultural competence means to the organization, both for visitors and as a staff.”*

### **CDM as an inclusive workplace**

To help measure shifts in staff perspectives resulting from the capacity-building work CDM initiated as part of VADI Phase II, staff were asked to rate their level of agreement with ten statements, first before they launched professional development efforts and again at the end of the project. Five statements related to CDM as a whole and five related to CDM's management practices.

While agreement was generally positive at baseline, there were, overall, higher levels of agreement with all five statements related directly to CDM's organizational policies at the follow-up survey. In particular, we saw more “agree strongly” responses to the statement that CDM's mission reflects a commitment to serving diverse families and that administrators and staff are interested in and supportive of cultural diversity within the organization.

We saw higher levels of “agree” and “agree strongly” responses in the follow-up survey vs. the baseline to the statement that CDM's personnel policies reflect a commitment to enhancing staffs' cultural competence. The one exception was the statement regarding CDM's Board. While more respondents agreed strongly that board members are interested and supportive of CDM's diversity work, just over half of respondents were not sure.

Aggregating “agree” and “agree strongly” responses also provides insight into staff's overall perspectives and areas with overall stronger agreement. While data do indicate positive levels of agreement with all statements, the two related to personnel policies and administration received slightly lower ratings. Nonetheless, data still reflect an increase from baseline for these statements as well.

## Perception of CDM: agreement ratings about CDM organizationally

	Not Sure		Disagree Strongly		Disagree		Agree		Agree Strongly		Aggregate Agree & Agree Strongly Post-only
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
CDM's mission statement and policies reflect a commitment to serving families of different cultural backgrounds.	8%	0%	0%	0%	6%	3%	44%	39%	42%	<b>58%</b>	97%
CDM's personnel policies reflect a commitment to helping staff enhance their cultural competence.	33%	12%	3%	3%	11%	3%	36%	<b>43%</b>	17%	<b>39%</b>	82%
Board members are interested in and supportive of diversity work within the organization.	44%	<b>52%</b>	3%	3%	3%	0%	44%	24%	6%	<b>21%</b>	54%
Administrators are interested in and supportive of cultural diversity within the organization.	11%	12%	3%	6%	11%	3%	50%	34%	25%	<b>45%</b>	79%
Staff is interested in and supportive of cultural diversity within the organization.	14%	3%	3%	0%	3%	3%	58%	55%	22%	<b>39%</b>	94%

We also saw higher levels of agreement in the follow-up surveys against the baseline for all five statements related to management practices. While aggregate agreement levels for these set of statements were generally lower than for the statements about CDM as an organization, there were nonetheless substantial increases in agreement on the follow-up surveys. We saw the highest increases in the last three statements related to providing training around cultural issues, being supporting of staff raising cultural differences, and addressing cultural tensions within the organization and the broader community.

Note that at baseline, these three statements had relatively high levels of “not sure” ratings, which dropped significantly at follow-up. This suggests that one possible positive effect of professional development sessions about diversity was to make explicit CDM leadership’s commitment to inclusive management practices. While overall agreement percentages for statements about management practices were not as high as those for statements about CDM’s organizational focus, findings indicate that CDM is making progress in this area and is developing, and making explicit, inclusive practices reflective of an institution that values diversity.

### Perception of CDM management practices: Agreement ratings

	Not sure		Disagree Strongly		Disagree		Agree		Agree Strongly		Aggregate Agree & Agree Strongly Post-only
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
CDM's recruitment and hiring processes are supportive of building a diverse staff.	19%	21%	0%	0%	11%	3%	58%	48%	11%	<b>28%</b>	76%
CDM provides opportunities for leadership development for all staff, including those of different cultural backgrounds.	22%	0%	6%	3%	11%	21%	44%	<b>52%</b>	17%	<b>24%</b>	76%
CDM provides adequate training about cultural issues related to families that visit CDM.	36%	15%	3%	0%	33%	16%	22%	<b>45%</b>	6%	<b>24%</b>	69%
CDM supports the ability of staff to raise issues arising from cultural differences.	47%	27%	3%	3%	14%	9%	28%	<b>40%</b>	8%	<b>21%</b>	61%
CDM addresses cultural tensions that arise both within the organization and within the broader community.	44%	27%	3%	0%	19%	18%	25%	<b>40%</b>	8%	<b>15%</b>	55%

Staff were also asked to rate their agreement with several statements about CDM's progress in making the Museum a more inclusive venue and workplace. Respondents' ratings to all six statements were high, with the majority of ratings falling on the "agree" or "agree strongly" side of the scale. The large majority of respondents (97%) agreed or strongly agreed that CDM has made progress toward becoming a more inclusive community venue, while just under three-quarters (72%) agreed or strongly agreed that CDM has made progress in becoming a more inclusive workplace.

There was also general agreement that CDM leadership has focused on sharing information about its initiatives and decision-making (75%) and creating teams that include staff across departments in a range of roles (72%). Respondents expressed less certainty about CDM leadership's progress in improving communications with staff (63% agree or agree strongly) and the extent to which they value ideas and input (66% agree or agree strongly).

### Perceptions of progress toward becoming an inclusive organization: agreement ratings

	Not sure	Disagree Strongly	Disagree	Agree	Agree Strongly
Over that last year, CDM has made good progress in its efforts to become a community venue that is more inclusive.	3%	0%	0%	56%	41%
Over the last year, CDM has made good progress in its efforts to become a more inclusive workplace.	22%	0%	6%	41%	31%
CDM leadership has focused on sharing more information with all staff about its decision-making and new initiatives.	6%	0%	19%	47%	28%
When forming teams to work on different projects, CDM leadership strives to include staff from different departments and in a range of roles.	12%	0%	16%	50%	22%
CDM leadership has improved its communications with staff.	9%	3%	25%	44%	19%
I feel that CDM leadership values my ideas and input.	22%	3%	9%	41%	25%

Some respondents also noted that CDM leadership has made significant efforts to ensure cross-departmental representation on projects in general and considered this an important example of CDM's progress in becoming a more inclusive workplace. These respondents explained that they saw leadership focusing more on including a cross-section of staff on teams to discuss projects and make decisions. They also appreciated the professional development trainings. Some believed this was especially useful in broadening perspectives and generating a range of ideas. Some also commented that they believed this structure allowed everyone to have buy-in and commit to the same goals.

*“Our cultural events have brought together community, staff, and learning.”*

*“A more concentrated effort is made in forming teams that include members of each department to work on important projects.”*

*“They ask to have a representative from every department for every type of meeting they have.”*

*“The Play Your Way events have provided valuable training to the staff regarding cultures that are represented in the community and given that culture a place where they can feel accepted and welcome.”*

*“It has been good to see the Floor Staff Supervisors recruited from within the organization rather than outside CDM.”*

*“Being included in and discussing the Mission and Value statements. Seeing all levels of staff come together and really work together. I love getting to hear how others, especially floor staff view different community and inclusion topics.”*

*“Knowing that we are working to have across the board communication to broaden the ideas of what we believe an all-inclusive museum looks like. I think it is important to have this type of communication because everyone has a different contribution to the table.”*

*“CDM has made a good start at training floor staff on various cultural celebrations.”*

CDM successfully engaged both staff (and Board) in developing its mission, vision, and values statement to focus on inclusion. At the staff retreat held toward the end of the project, staff indicated that the statement resonated with them some also expressed excitement and interest in CDM’s plan to develop an organizational diversity statement in 2013.

Staff overall, perceived CDM as a generally inclusive environment. Slightly more than half of surveyed respondents provided answers to the question of what makes CDM an inclusive workplace. In general, these respondents cited the following:

- Staff members are supportive and value one another’s input. Some noted that while this is not always easy, in the end, it is rewarding.
- A diversity of staff created opportunities to learn to communicate with people of different backgrounds. Some noted that CDM fostered a sense of mutual respect and allowed for people to be heard without being judged.
- CDM leadership’s efforts to involve staff in different projects allowed various departments’ staffers to get to know each other.
- CDM has a cooperative, playful, and creative work environment.

Two respondents disagreed with the premise that CDM is an inclusive workplace and commented that while they felt their individual department was inclusive and that they enjoyed their time with colleagues, they did not feel that leadership fostered inclusivity.

When asked about ways to improve efforts and become a more inclusive workplace, just under half of surveyed staff provided responses. These included:

- CDM should continue to provide more professional development opportunities.
- CDM should improve communication across the board (cross-departmental, between leadership and all staff including floor staff, between staff and board).
- Management should offer more growth opportunities throughout the organization.
- CDM should increase diversity in higher levels of the organization and look beyond the “traditional” sex/age/race or ethnicity markers as indicators of diversity.
- CDM can improve its decision-making processes.

While responses were generally positive, ratings related to communications and the extent to which CDM leadership values ideas and input were lower. One individual commented, for example, that decision-making processes were still problematic.

*“While there is an obvious, commendable effort on the part of CDM leadership to ensure cross-departmental representation on internal teams and it seems as though there has been an effort to increase transparency about financials on [the Executive Director’s] part, and how (and by whom) decisions will be made, there remains an undercurrent of frustration when inclusion on a team does not equate to inclusion in the decision-making process, ultimately, nor do ideas or input shared have bearing on outcome or direction of a given project. There are exceptions, but this way of making decisions with limited regard for input from key personnel remains systemic.”*

Interviews with the VADI Phase II team illuminated the challenges that emerge when an organization strives to implement more inclusive practices. The process is sometimes messy; limitations to a proposed strategy are not always apparent at the outset, and the realities of project deadlines sometimes make it difficult to get a cross-departmental team on the same page quickly enough to reach consensus in time, making inclusion in decision-making difficult.

*“The Portico project was very difficult. One of the things that was difficult was that for the project we used some of [our] learning about inclusion –for example, pull together broad team, look at strengths people bringing to team. We had outlined three goals... I assumed everyone was where I was... [but] we needed to unpack [what these meant] and the priorities, but there was already frustration [by that point]. That’s the tough part, but the ongoing dialogue was important but was challenging. [We had to make] some very difficult decisions that weren’t fun...the constraint of the deadlines runs up against the process [of being inclusive].”*

*“There is sometimes an environment that questions our questioning authority... if I could wave my magic wand; it would be to have an environment where I felt safe to ask questions and to help me better understand motives. Cultural competence is a hard...I don’t expect that my ideas or perceptions are ones that have to be accepted, but I want an environment where they are heard. The answer can be, “Yes I hear you, and here’s how we’re thinking about that.”*

*“Mentoring people is a very specific skill and it’s not always obvious how to be a good mentor. What we didn’t have in place is training or support for people who could serve as mentors. Only a couple people it turns out are able to do that well. So the resources aren’t really there to launch this. The team composition really seems great in theory, but it’s harder to implement than we expected. People are naturally territorial and feathers get ruffled.”*

One respondent summed up the challenge of putting learning into practice this way:

*“You come out of the visitor panels and so fired up, but the hard work really begins when you come out of there. How does this change what I do and what I ask? How do I make sure I’m considering these issues? That’s where I think that has the most impact. And that’s hard. It’s very easy to focus when you have a specific project but when looking at whole system it’s not so easy.”*



## CDM as an Inclusive Community Venue

Staff were also asked to share their perspectives on ways they believed CDM has become a more inclusive workplace and community venue. Some respondents cited the museum's outreach efforts to engage culturally diverse audiences as examples most effectively illustrating CDM's progress in becoming a more inclusive community venue. Respondents mentioned several projects including: a) special cultural events such as the Lantern Festival, Children of the Dragon, Three Kings Day, Diwali, and Luna New Year; b) Outreach to new audiences, specifically to families with children on the autism spectrum (Play your Way Initiative); and c) efforts to more effectively communicate with diverse families, specifically the Portico project (which focused on enlivening the walkway between the parking lot and the museum entrance so that it is more friendly and more effectively communicates the fun and interactive experiences that families can have at CDM).

Other respondents cited the Play your Way initiative as not only a positive outreach effort to diverse communities but also as an example of how CDM provided valuable staff training regarding the needs of families with children on the autism spectrum. Respondents appreciated that staff members with different skill sets and background were chosen for the project team. Respondents felt this mix largely contributed to the project's success.

Surveyed staff were also asked what, in their opinion, makes CDM an inclusive community venue. More than two-thirds of respondents provided answers. The top two cited examples of what makes CDM an inclusive venue were:

- The broad range of cultural events and programs to strategically reach out to specific communities (e.g., Lunadas, Three Kings, Diwali, Children of the Dragon, Autism initiative).
- Having trilingual interpretation at CDM's exhibits and making an effort to have as many trilingual signs and as much trilingual communication as possible.

Respondents also cited a range of other examples, including:

- That CDM focuses on serving the needs of all families/children and is open to everyone.
- CDM has a diverse staff (especially its floor staff).
- That staff and organization respect and welcome visitor diversity.

Staff were also surveyed about ways in which CDM could improve itself to become a more inclusive community venue. About one-third of staff responded to this question, with the large majority stating that CDM should continue doing what it's currently doing. Other suggestions included:

- Continue offering cultural events.
- Maintain and expand community partnerships.
- Continue outreach efforts and build even more community partnerships.
- Nurture community partnerships.
- Continue providing professional development around issues of culture and diversity



## II. Developing Messaging and Engaging the Vietnamese Community

### Creating and Testing Messaging

A major component of the VADI Phase II initiative was to create and test culturally appropriate messaging that effectively communicates CDM’s unique role in providing important and valuable learning experiences for children and their families. To this end, the VADI team created two visitor panels (one for each generation), each comprised of a cohort of ten individuals. The panels met three times, with each session building on learning from previous meetings. The resulting messages were then tested via three focus groups comprised of caregivers (parents and grandparents).

Key findings about messaging were then used to develop final communications strategies and tools. A synopsis of finding related to messaging appears below:

Finding (data)	Insight + Implication
<ul style="list-style-type: none"> <li>• Clear distinctions existed between generations in their response to messages. Generation 2 is more like the mainstream audience, while Generation I differs from the mainstream in cultural perspectives and ways of thinking about education, leisure values, and family interactions.</li> <li>• Some aspects we know resonate or are important are:               <ul style="list-style-type: none"> <li>○ Family and children. “It’s for the children” is a rallying point and does appeal to both generations. Like all parents, they want their children to have choices and better opportunities.</li> <li>○ The need to highlight learning/education is generally good across generations, but much more so for Generation I.</li> <li>○ Messages need to be direct and simple.</li> <li>○ CDM must communicate at some level that it is a good place for children/family.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Confirmed that for Generation II, mainstream marketing/messaging will work. They will as a group, however, also appreciate CDM’s outreach into the Vietnamese community as a whole.</li> <li>• Much of the efforts around culturally appropriate messages need to be targeted toward Generation I.</li> </ul>
<ul style="list-style-type: none"> <li>• Images matter and sometimes are what someone will hone in on. Images should strongly convey the message to the greatest possible extent.</li> </ul>	<ul style="list-style-type: none"> <li>• Key insights from images:               <ul style="list-style-type: none"> <li>○ Adult and child together are appealing.</li> <li>○ Multigenerational images also resonated.</li> <li>○ CDM’s uniqueness is an important element to communicate. (“What is there at CDM to do that can’t be done at home or the library or some other place?”)</li> </ul> </li> <li>• Images of “messy” play/interactions are not appealing.</li> </ul>
<ul style="list-style-type: none"> <li>• Some cultural constructs simply do not translate well into Vietnamese culture/language. These include the following:</li> </ul>	<ul style="list-style-type: none"> <li>• “Fun” or “enjoy” do not have good words/translations and end up sounding frivolous.</li> <li>• The phrase “Quality time” does not translate/work.</li> </ul>

<ul style="list-style-type: none"> <li>Layout made a difference and text around the corner did not work.</li> </ul>	<ul style="list-style-type: none"> <li>Ease of reading text is important. While having two languages makes this a bit more challenging, CDM needs to keep legibility as a priority over interesting design.</li> </ul>
<ul style="list-style-type: none"> <li>“Sales messages” such as “Two for the price of one” or “invest in learning” feel gimmicky and are seen as not aligned/authentic to a true mission-driven or educational organization such as CDM. This was true with Generation II as well.</li> </ul>	<ul style="list-style-type: none"> <li>Messaging cannot appear to be inauthentic or somehow out of alignment with the perceived value/focus of CDM.</li> </ul>
<ul style="list-style-type: none"> <li>Generation I’s broad reach is through Vietnamese radio and television.</li> </ul>	<ul style="list-style-type: none"> <li>Advertising needs to be broad, reaching Vietnamese-market efforts with techniques such as TV, radio, and ads.</li> </ul>

To date, CDM has used findings to develop a rack card that incorporates strong visuals to communicate the interactive and unique offerings of CDM with a tagline that focuses on the important value learning has in the community. Messaging will also be incorporated into advertising in the future as budgets allow.

Additionally, the relationships CDM has forged in the community have resulted in garnering some key PR. These included:

- CDM’s Vietnamese Cultural Liaison participated in a 30 minute-interview on three talk shows (Happy Five Radio Program of ICAN, 1500 AM; Chuong trinh Dan Sinh of IRCC, 1430 AM; Giờ Nghỉ Trưa, 1430 AM). The interview discussed CDM offerings with a focus on the Children of the Dragon event.
- Two Vietnamese televisions (VietToday and Que Huong televisions) covered the Children of the Dragon event.
- The *Viet Tribune* Newspaper publicized the Children of the Dragon event.
- Que Huong Television shot a documentary about CDM. This film was part of their series on “Where Should You Go When You Are in San Jose.”

### *Beyond Messaging*

These sessions resulted not only in the testing and refinement of messages to be used in communications with the Vietnamese community, but also provided valuable insights into the experiences and perspectives of the Vietnamese community. Findings sparked the CDM VADI team to reflect on a range of issues, including learning about the differing perspectives on education (particularly for the first generation); insights into Vietnamese community members’ perceptions of CDM; better understanding of the Vietnamese immigrant experience as well as that of second generation participants; and recognizing the ways in which participation in these sessions contributed to building relationships with the Vietnamese community.

*“The panel process helped deepen relationships with community and advisors. Get to know them more deeply and to know CDM. I feel like we’re still using a lot of information gathered from that work.”*

*“Thinking about our next round of funding and thinking back and forth with a lot of different ideas and came to idea of doing video for grandparents of first generation who are doing the childcare. Do we do peer to peer or community*

*members? So as part of that discussion, I feel like I had a lot of information from the visitor panels”.*

*“It’s really expanded my idea of [inclusion and diversity]. The learnings that I’ve had [at the visitor panels] about images, words, and what they communicate to the community—or just the assumptions I’ve made that I can now think through. I can look for ways of doing things better, different. It’s changed the way of how I approach things.”*

*“I always thought I was really hyper-aware and I think there were moments where I was surprised that I had assumptions still. I’m not as culturally competent as I think I am with a different culture. I hadn’t been immersed in the Vietnamese culture. There were moments around the immigrant experience that I hadn’t really delved into. It was jaw dropping to hear and understand that part of someone’s life. I think some of the idea of family hierarchy and how decisions are made was an important one.”*

Ultimately, these rich conversations informed messaging and communications strategies and stimulated CDM staff to identify and embark on a number of activities, such as creating the “Portico Project” (focused on enlivening the walkway between the parking lot and the museum entrance to effectively communicate the fun and interactive nature of the CDM); strategies for continuing to engage panel members as liaisons to the Vietnamese community; and exploring ways to use the community’s experiences and needs to develop future programming (such as bringing in elders to share cultural traditions or stories with youth).

## **Engaging the Vietnamese Community**

Given the scope of the second phase of VADI, we assessed the project’s impact in various ways:

- Review of visitation data at select special events.
- Comparison of visitation zip code data at the beginning of the project and at the end to measure increased visitation from zip codes with a large number Vietnamese residents.
- Experience of caregivers at select grass-roots programming.
- Experience and effect on community advisors/panelists.

### Visitation/Participation Data

A review of visitation data to activities geared toward the Vietnamese Community clearly indicated that CDM is attracting and engaging more Vietnamese families through a range of strategies.

	2011	2012	Result
Children of the Dragon	2,723 individuals	4,750 individuals	<ul style="list-style-type: none"> <li>• 43% increase in attendance.</li> <li>• About 50% of free passes distributed in the Vietnamese community were redeemed.</li> </ul>
Enrichment Workshops	578 participants (27 workshops)	1,101 participants	<ul style="list-style-type: none"> <li>• 48% increase in children and their caregivers engaged in the story time program.</li> <li>• Six more workshops delivered compared to previous year.</li> <li>• 491 individuals visited CDM via family passes distributed at workshops.</li> </ul>
Parent Tours	116 c 182 children (5 tours)	221 parents, 318 children (6 tours)	<ul style="list-style-type: none"> <li>• 48% increase in parents participating in tours.</li> <li>• 43% increase in children engaged.</li> </ul>
Girl Scout Event	—	241 participants	<ul style="list-style-type: none"> <li>• New event added to grassroots activities in 2012.</li> </ul>

### Zip Code Visitation and Membership Data

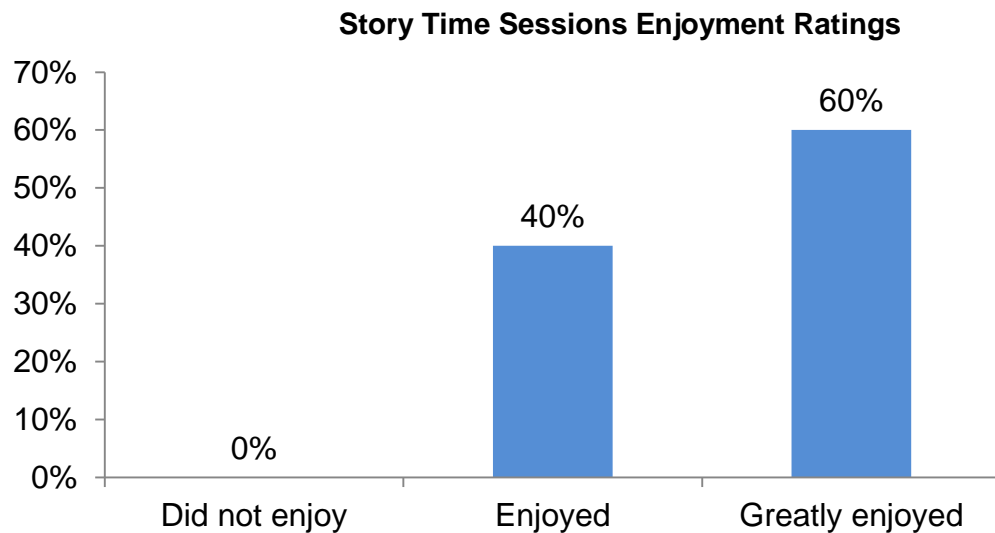
Zip code data were also collected on regular days (i.e., not special events) at the beginning and end of the project to determine if visitation from zip codes with a large concentration of Vietnamese residents increased. We also analyzed membership zip codes, comparing 2010-11 records to those for 2012-13.

While we only found small increases when comparing baseline and follow-up zip codes collected during regular visitation, we found a significant increase to membership data. (We define highest concentration as zip codes where census data indicate Vietnamese residents at 20% or higher. We define medium concentrations as zip codes where census data indicate Vietnamese residents at 10% - 19%.)

- Visitation from zip codes with the highest concentration of Vietnamese residents increased an average of 4%. For zip codes with a medium concentration of Vietnamese residents, visitation increased an average of 2%.
- Memberships for zip codes with the highest concentration of Vietnamese residents increased by 33%. Memberships for zip codes with a medium concentration of Vietnamese residents increased by 29%.

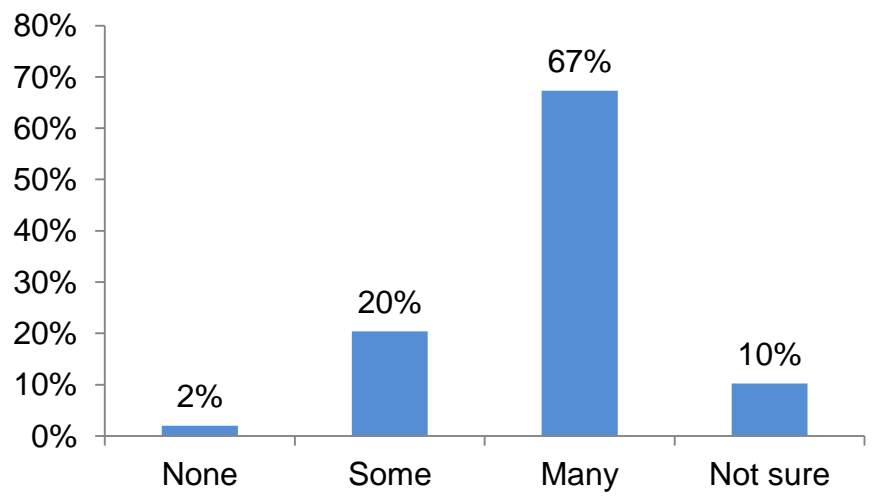
*Family Experiences (Enrichment Workshop)*

100% of surveyed caregivers participating in story time sessions indicated that they “enjoyed” or “greatly enjoyed” their experiences.



The majority of respondents (87%) indicated that the story time sessions provided “some” to “many” ideas on how to engage their children in educational activities.

**How much did the story time session give you ideas about ways to engage your children/grandchildren in educational activities?**



When caregivers were asked an open-ended question about what they took away from the story time sessions, their responses included:

- Their personal learning about strategies they could use to stimulate their children’s learning. Respondents comment that the story time session showed them ways they could engage their children more effectively through such techniques as songs, games, and visuals, which added an interactive element to the process.
- Ways to select appropriate books. Some respondents noted that they learned it was essential to choose stories close to their children’s lives and to which they could easily relate.
- Some caregivers commented on the ways story time helped their children learn. For example, that it helped children learn about specific topics (e.g., colors, animals) or expanded their vocabulary.
- Respondents also identified the opportunity for their children to socialize with others as a benefit of the sessions.

*“[I learned about] the way to attract my child in reading time. Sing songs to teach them. Build up vocabulary.”*

*“[I got] ideas for supplementing stories with finger plays and songs.”*

*“Select the stories that are close to real life to help my child learn faster.”*

*“My children learned how to engage in the reading.”*

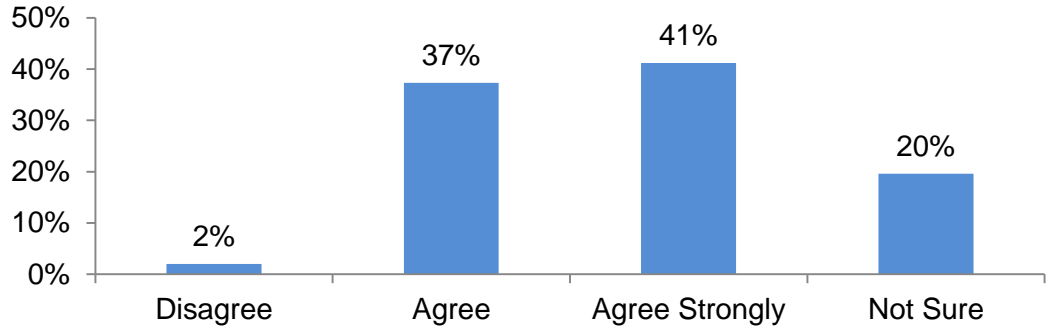
*“[My child start[ed] to understand what the stories are about.”*

*“[The] interaction with the [other] children was good. She loves the singing.”*

*“My son enjoyed listening to the stories and also played with other kids with his age. That’s important.”*

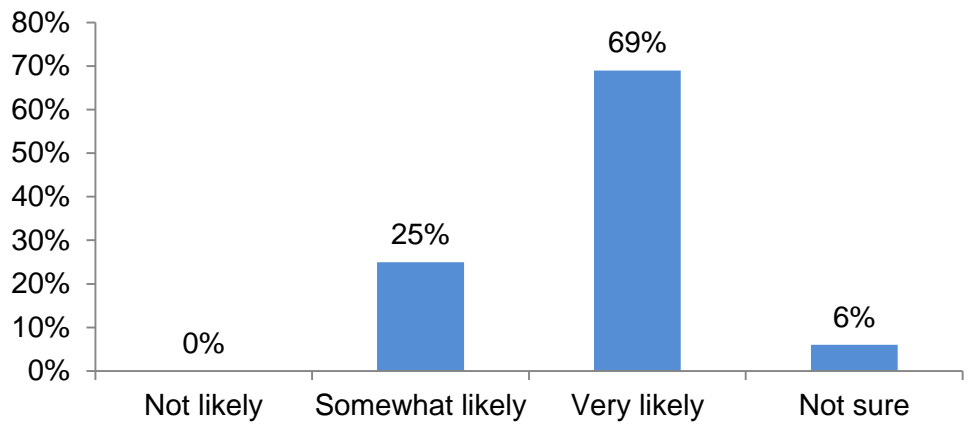
Story time participants were also asked about their experience and perceptions of CDM. Overall, the majority of respondents (78%) “agreed” or “strongly agreed” that as a result of attending story time sessions, they better understand what CDM has to offer families. 20% of respondents, however, were “not sure,” indicating that perhaps providing more specifics about what CDM offers would be useful.

**As a result of attending story time sessions, I have a better idea of what Children's Discovery Museum of San Jose has to offer families**



The vast majority of surveyed caregivers (94%) indicated that they were “somewhat likely” or “very likely” to visit CDM with their families.

**How likely are you to visit the Children's Discovery Museum of San Jose with your children/grandchildren?**

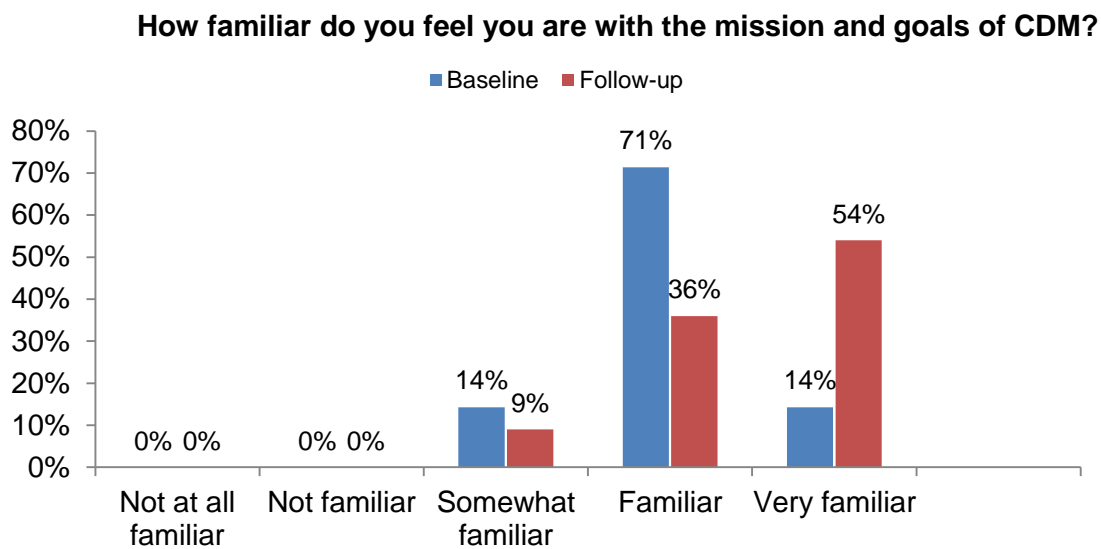


### III. Forging Relationships with Community Advisors and Partners

As part of the evaluation process we also surveyed and interviewed community advisors and partners. For the purposes of this report, we define advisors/partners as individuals who worked with CDM as advisors to the Children of the Dragon event, community members who participated in the visitor panels, and/or who are involved with CDM as part of a CBO-Museum partnership. (In many cases, individuals were involved in two or three of these activities.)

#### Familiarity with CDM

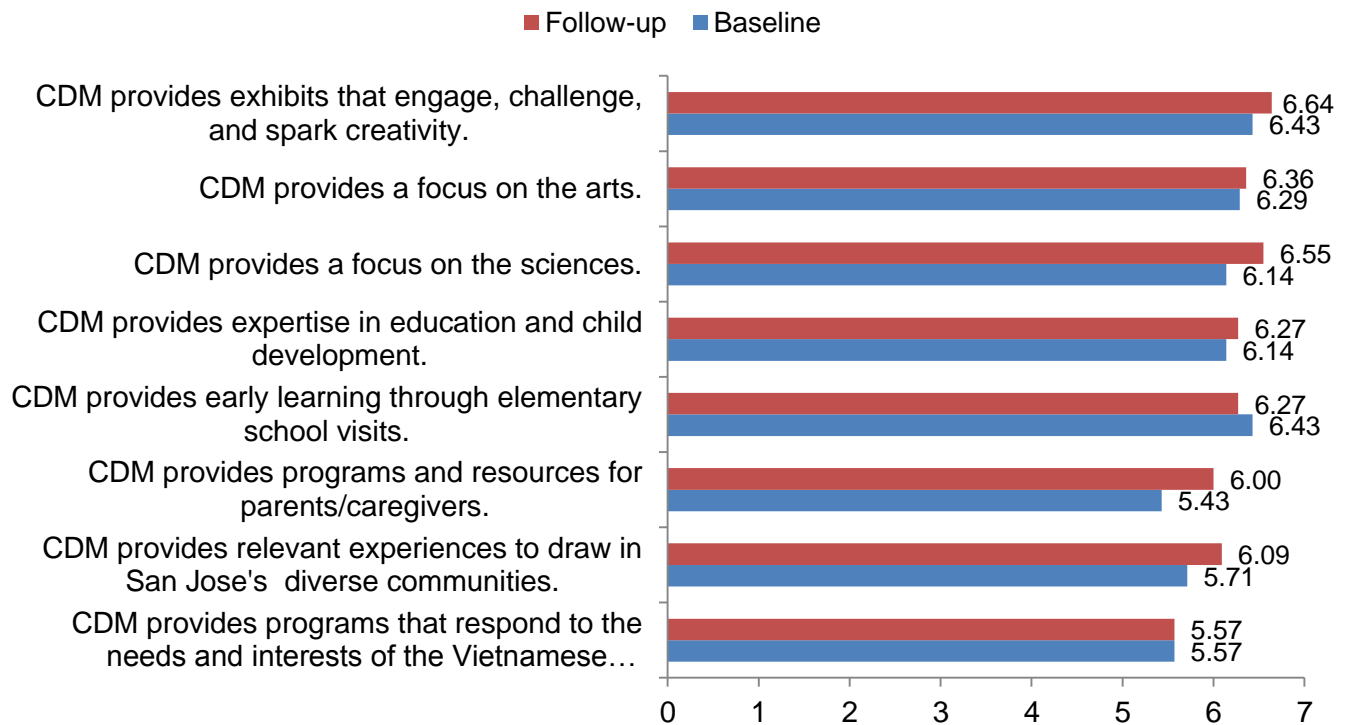
When asked about their familiarity with CDM’s mission and goals, we saw responses on the positive end of the scale at both baseline and at follow-up. Nonetheless, we did see some increases in the “very familiar” category at the follow-up period.



Surveyed advisors and panelists were also asked to rate their agreement, using a 1 – 7 scale (1 = disagree strongly and 7 = agree strongly), with several statements about CDM. While data and baseline showed an already high level of agreement with the range of statements, we nonetheless saw slight shifts to most statements in follow-up. The two exceptions were the statement that CDM provides programming responding to the needs and interests of Vietnamese families (no change) and that CDM provides early learning through school visits (slight decrease). (It may be that ratings for the former stayed the same because community members were explicitly being asked for input on further engaging the Vietnamese community and may have interpreted that to mean CDM is still in the process of creating more programming that responds to Vietnamese families’ needs.) We hypothesize that the response to the statement about school visits may have decreased slightly because this aspect of CDM’s activities was not discussed in the context of VADI.



### Perceptions of CDM: Agreement Rating Averages



Advisors were also asked open-ended questions about what they saw as the value of CDM for Vietnamese families. The two aspects named most often were: a) That CDM provides opportunities for learning through play and discovery; and b) That it provides opportunities for families to spend quality time together. Other ideas mentioned included that CDM provides a safe environment for children and families to interact and spend time together, opportunities to connect children to Vietnamese culture and traditions, and opportunities to learn about and connect with American culture.

*“The Children’s Discovery Museum provides a space for families to spend quality family time together, in a safe, learning environment which promotes discovery and imagination.”*

*“CDM is the center for families to get together for enjoyment and learning, it holds the family values in our children.”*

*“Kids can learn about Vietnamese culture in some way.”*

*“It provides a safe environment for children and families to interact and engage in educational activities.”*

When asked what made CDM a unique venue for families compared to other leisure opportunities, features most-often mentioned were: that it allows the whole family to engage in activities together (including grandparents) and that it provides hands-on, interactive activities.

*“The unique quality is the educational part, CDM provides tools for children learn but yet still learning together with their parents.”*

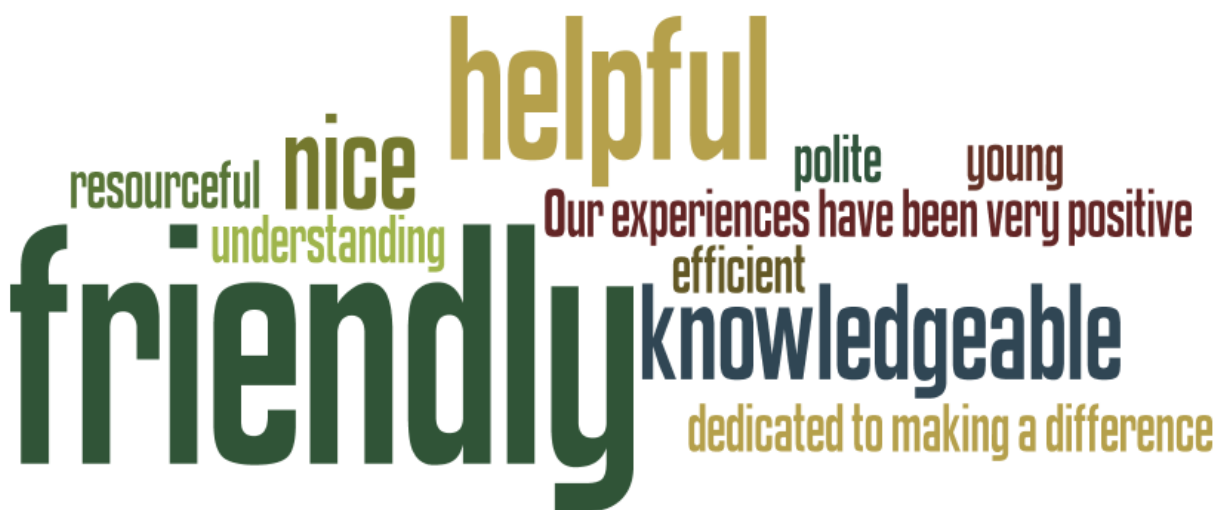
*“[It’s] a place where family can spend time together. Where parents have a chance to see how their kids are doing, and discover their talents.”*

*“It is educational and provides children with hands-on activities.”*

*“The Children’s Discovery Museum is very interactive. It is a place where both parents and children can explore and learn together. It is very hands on. This is different from many of the other places that Vietnamese families visit in their free time.”*

### Perceptions of CDM staff

Overall, surveyed advisors/panelists had very positive perceptions of CDM staff members. This word graphic provides a compilation of words used to describe CDM staff.



Advisors/panelists noted that they have enjoyed very positive experiences working with CDM. In interviews, advisors/panelists commented on the staff’s obvious dedication to the VADI initiative and to serving all families. They were also impressed by staff’s motivation to become more culturally inclusive venue and to increase their own level of cultural competence and knowledge of the Vietnamese community.

*“Working with CDM staff made me realize [that there are] a totally different group of people [outside of my own community] who care and focus on our children’s development and progress no matter what race, age and genders they are.”*

*“CDM staff approached our agency to encourage us to set up a field trip for Vietnamese families to visit the museum together. The entire experience was very positive. The thing that stood out the most was how helpful the staff was. We often arrange for field trips to different places for our Vietnamese community, but dealing with the staff of those other places were often so difficult and frustrating that our staff disliked to do it. This was one of the most pleasant experiences in dealing with staff.”*

*“It made me feel that CDM is making an intentional effort to become more culturally proficient.”*

*“The fact that CDM is taking the time to recognize that there is this huge gap in services tailored the Vietnamese Community and working to bridge that gap is huge.”*

When discussions of staff emerged, several respondents also specifically mentioned the Vietnamese Community Liaison as being very important in the process. They praised her skills, ability to build bridges between CDM and the Vietnamese community, and her commitment. Some also noted that the fact that CDM has such a position clearly demonstrates their commitment to the community.

*“I’m impressed they have someone full time as a liaison. That will pay off in getting the community get really involved.”*

*“The Vietnamese Cultural Liaison at CDM approached to me to reach out to all the Vietnamese families. It was a very positive experience. She is great.”*

*“I really appreciate that the Children’s Museum have Viet person on staff. She is well known in the community and she’s great. She communicated about CDM and brings awareness of the Museum.”*

The one challenge we identified was about the amount of communication between CDM and community advisors and partners. Naturally, there seemed to be different levels of communication depending on the nature of an individual’s involvement. (For example, those who served on visitor panels but had no other involvement seemed to have received fewer communications from CDM than those involved more regularly in coordinating parent tours.) While no individual stated outright that they felt displeased with the level of communication, there were some indications that expectations and reactions varied among individuals. One respondent, for instance, commented that:

*“I don’t get periodic news about new exhibitions or events or anything going on. It would be helpful overall for the community, especially if you want to inform the key leaders of the community—educators, people in non-profits—to disseminate information about CDM. Maybe CDM needs to identify 30 or so individuals in the community to be disseminators.”*

Another noted that:

*“I haven’t had any communications other than receiving information on special exhibits. That is totally fine, but it would be good to be aware of what’s going on beyond that, what’s coming around, and what information is there that I could potentially pass on others.”*

The issue of sporadic communications prompted this same respondent to reflect on where CDM was in terms of their efforts to engage advisors.

*“It makes me think—typically I think about an organization or a project having four stages of development. First, you have a goal but people don’t really know it. They’re not marching at the same pace. In the second stage people all see the goal and can start conversing on common strategies. At stage three, now you have everyone working together toward that goal. In the last stage you are fully successful. CDM is probably somewhere between [stage] two and three. They have a plan and they are executing it, but they are still reaching out to community leaders to get them to convey the message. It’s a matter of getting everyone to work together.”*

While finding a balance is certainly challenging, CDM may want to consider formalizing their plan for communicating with advisors (perhaps putting some structure around the timing and number of communications) and then setting expectations with them accordingly.

### **Impact of Visitor Panels on Participants**

While not a specific goal of the project, one of the unanticipated outcomes of the visitor panels was their impact on participants. During the panels themselves, participants often approached the evaluator and CDM team to say how much they enjoyed being part of the process and how much they learned. Sometimes these sentiments related to how much they learned about CDM through touring the exhibits or discussions with staff. Other times comments were about how much fun they had engaging in a specific activity such as working in teams to create messages about CDM for families. Other comments focused on the ways panels allowed them to reflect on their experiences and their community and learn from others. During our interviews at the end of the project, a few respondents talked about some of these experiences.

*“Together we could sit down and think about what is our own experience. It gave us a lot more understanding of the variety and differences.”*

*“One of the things I saw was the different ages and generations. It helped provide different perspectives. It was very helpful to see what the other panel members’ views were and the differences. It was good to see their ideas. They were very expressive in terms of communication. It was personally very rewarding.”*

*“Growing up my parents didn’t really emphasize play. It was all about academics. It was about grades and going to college and getting a good job. I learned about the importance of play and it was sad that Vietnamese families don’t see that.”*

## Perception of Impact on the Vietnamese Community

Surveyed advisors/panelists were asked to rate their level of agreement with two statements about VADI's impact on the Vietnamese community. Overall, surveyed respondents "agreed" or "strongly agreed" that: a) CDM has had more of a presence in the Vietnamese community (85%) and b) that they had seen more awareness of the Museum within the Vietnamese community (70%). While ratings were slightly lower for the latter statement, they were generally still on the positive end of the scale.

Qualitative data from open-ended survey questions and interviews also provide evidence that advisors/panelists believed the VADI phase II initiative was successful. All commented on the positive reactions of families they observed at different cultural events (such as Children of the Dragon) and outreach efforts (such as parent tours). Some also noted the good turnout of Vietnamese families at the events, while still others talked about the contribution that these activities made in providing culturally relevant offerings.

*"I witnessed some Vietnamese families who were amazed and so surprised for what CDM staff has contributed [in] promot[ing] our culture through our traditional events, customs, and food. We do appreciate for what CDM has done to remind us that we still have some values to celebrate every year!"*

*"I helped her organizing this field trip for our group of parents. It was a very successful event and every family really loved it!"*

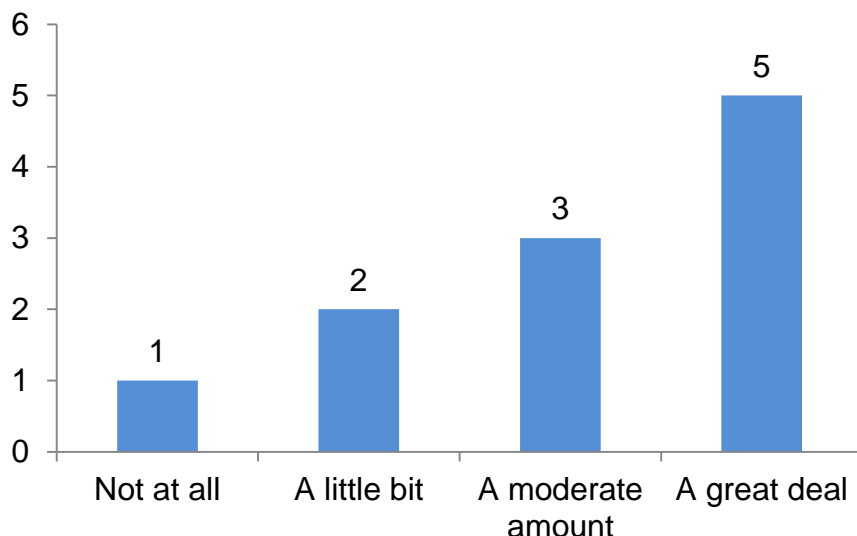
*"I attended the first Lantern Festival that was hosted by the museum. While I was there I observed a lot of Vietnamese families enjoying the activity. I was amazed at the turnout. Some of the comments I overheard in Vietnamese were: "They have a cyclo here!" "This is fun" Overall it was great seeing the museum filled with so many Vietnamese families all having fun. It was a great addition to all the events held at the museum."*

*"The last time I went there, the parents I brought really enjoyed it. They loved the water exhibit. They enjoyed it and on the second floor the art room. And the [Secrets of Circles] exhibit. They loved the exhibit because they could get involved with their children. They talked with their children about Vietnamese culture and explain to them about tradition, what they did when they were young."*

*"I'm seeing more Vietnamese at CDM at events and also to just visit or even become members. They find it valuable to come. I have my students come and I introduced the museum. For parents, it's a great opportunity to come. They have some time to talk about it and reflect. They didn't realize it was so educational."*

We also asked advisors/panelists about the extent to which they had shared information about CDM and its offerings with others in the Vietnamese community. Ten out of eleven respondents (91%) of respondents indicated that they had shared some information about the Museum. Eight of the ten respondents (80%) indicated that they had shared "a moderate amount" or "a great deal" of information with others.

**Since becoming involved with CDM, to what extent have you talked about the museum and its offerings with others in the Vietnamese community?**



Respondents shared a range of information about CDM. Almost half of respondents reported informing others about the unique learning opportunities that CDM offers families, particularly how it is a great place for children to learn and have fun which being engaged in a variety of activities which challenged them and sparked their interest. A few noted that they also shared that CDM is great for even young children and that CDM can help build a foundation for future learning.

*“Very good for children. They learn a lot of science, culture, and have fun activities.”*

*“A great place for kids to play and learn, and parents can learn too. A place to start for the kids when they are still young, to stimulate their curiosity, and a foundation for becoming a good student, good learner, hence more doors from good University College open to accept them.”*

*“CDM is a unique place for families to get together and hold families values not just for fun but for learning in modern technologies also.”*

*“There’s a place downtown for you and your family to spend time together and learn about how things work.”*

*“CDM provides exhibits that engage, challenge, and creativity in education and child development. It not only focuses on the sciences but on the arts as well.”*

*“Definitely a great place for children ages 0-10 to come and learn about.”*

When asked about ideas to further engage Vietnamese families, respondents provided a few ideas:

- Employ a wider range of strategies for creating awareness of CDM (including radio/TV and bringing activities to malls).
- Create more special events or expand on existing ones such as the Lantern Festival.
- Tap into advisors/panelists more and use them to help increase awareness of CDM.

Overall, we found that community advisors and partners were very vested in CDM and its efforts to engage the Vietnamese community. In addition to the positive experiences in their involvement, they expressed a sense of pride in their contributions and their continued commitment to CDM.

*“I admire CDM staff for their efforts and the volunteers. I’m proud to take part and be involved with CDM activities.”*

*“We feel very good and very warm. CDM is not just [mainstream] Americans, it’s for everybody. I am happy to be part of this and will continue.”*

*“I was so thrilled and honored to be part of CDM in bringing the informational programs to the Vietnamese community. It’s a great feeling to share great programs at CDM with the Vietnamese families.”*

*“CDM is very generous—they provide food and also stipends sometimes. And free tickets. We in return want to contribute and give them something in return.”*

*“If there’s ever another opportunity to give back to CDM, I definitely want to do that and be involved.”*



## Conclusions

### Internal Capacity-building

Overall, evaluation data indicated that CDM has made important and significant strides in building its internal capacity in terms of cultural competency. Findings also suggest that CDM has successfully embedded diversity as an institutional value in its work and has progressed in building a foundation for future projects aimed at engaging diverse communities.

The primary challenges came in CDM's efforts to develop more transparent decision-making strategies, developing leadership opportunities for staff, and forming project teams with an eye toward inclusion. While not always a smooth process, implementing these practices nonetheless provided important learning on which CDM can build.

- CDM succeeded in making inclusion an explicit priority for the organization. Staff reported strong awareness of CDM's organization-wide initiative to develop a culturally competent and inclusive workplace and community venue. Activities such as professional development sessions and the inclusion of staff across departments in a range of projects helped staff reflect on diversity issues. Staff surveyed at the end of the VADI Phase II project were more likely to report that awareness of cultural diversity was important to their work than they had been at baseline. Moreover, participation in initiatives specifically targeted at diverse audiences also impacted staff understandings. Staff involved in the VADI initiative specifically developed a deeper understanding of the Vietnamese community's needs, values, and insights and therefore could more effectively communicate, in culturally appropriate ways, what CDM offers.
- CDM also successfully engaged both staff and Board in developing its mission, vision, and values statement to focus on inclusion. At the staff retreat held toward the end of the project, staff indicated that the statement resonated with them some also expressed excitement and interest in CDM's plan to develop an organizational diversity statement in 2013.
- CDM leadership also experimented with ways to become more transparent and inclusive internally. Efforts included forming cross-departmental teams of staff at all levels, creating a mentorship model to provide opportunities for staff to take leadership roles, and developing new strategies for on-going communication with staff. While CDM made important strides overall, the process was not without its challenges. The mentoring model was limited by the number of senior staff who could actually serve as mentors and the realities of deadlines sometimes did not allow enough time for a diverse, cross-departmental team to reach consensus. While internal communications efforts seemed to work in general, staff survey data indicates that CDM might consider developing further strategies. Despite the challenges that surfaced, a strong majority of staff surveyed (72%) indicated that they believed CDM had progressed toward becoming a more inclusive workplace. There is still room, of course, for furthering and deepening inclusive workplace practices; cultural competency after all, is a long-term process and journey. CDM has made important strides, and the lessons learned during this initiative can inform future strategies and help CDM continue to develop with innovative, inclusive practices.
- Reviewing inclusion activities beyond VADI were outside the scope of this evaluation, but these activities nonetheless provide further evidence of ways that CDM staff are further



developing their capacity to engage diverse audiences. For instance, staff involved in engaging families with children on the autism spectrum gained valuable experiences about working with and serving that audience; there are indications that the community enthusiastically received these efforts. Additionally, the Lantern Festival, aimed at serving a broader Asian audience, was well attended and drew a diverse audience. The ability of CDM to use lessons learned from previous inclusion efforts in developing strategies for engaging new audiences, is in fact, evidence that CDM has developed internal capacity around inclusion efforts.

## Messaging and Community Engagement

The evaluation also found that CDM met its goals in a) developing culturally relevant messages for the Vietnamese community that communicated what CDM offers and b) successfully engaging Vietnamese families. Data indicated that CDM has significantly built its presence in the Vietnamese community through grassroots activities, partnerships, and pro-bono mass media efforts. CDM has also successfully increased its memberships and visitation from areas with high to medium concentrations of Vietnamese residents.

- Messaging was developed by museum staff and with “visitor panels” comprised of Vietnamese community members. The resulting messages were then tested with parents, via focus groups, to ensure that they resonated with families. The positive response and input from these parents led to the final design, which communicated the unique experiences that CDM offers along with messages about learning, play, and family participation. While advertising dollars have not allowed CDM to place ads in Vietnamese-specific publications, the messaging strategies developed *have* been incorporated into other materials (such as the rack card). More importantly, staff now understands more deeply the experiences, values, and needs of the Vietnamese community and how to effectively communicate ways that CDM offerings align with those values—and, therefore, can meet families’ needs.
- One key aspect of CDM’s work was its process of developing appropriate messaging, a process which engaged Vietnamese community members via panels. Panelists met three times over several months, which allowed staff the opportunity to get to know and learn directly from community members. Both the process and the resulting findings provided rich learning for staff members and led to many insights about how to better serve and engage the community. For example, staff gained a deeper appreciation for the experiences of both Vietnamese immigrants and second-generation participants. The sessions also served to further build relationships within the Vietnamese community. Staff and panelists got the opportunity to know each other better and by the end of the process, community participants were excited about continuing to spread the word about CDM.
- As a result of their experiences during the visitor panel process, CDM staff were poised to use insights they gained. They successfully brokered PR coverage, including interviews on several radio talk shows, coverage of the Children of the Dragon event by two television stations, an article on the event in a major Vietnamese newspaper, and participation in a local TV documentary about where to go in San Jose.
- Panels also sparked further activity, such as the Portico project, which enlivened the walkway to the museum and effectively communicated the fun and interactive nature of

CDM; strategies for continue to engage panel members as liaisons to the Vietnamese community; and exploring future ideas for exhibits and programming.

- The addition of the Vietnamese Community Liaison also provided CDM with the resources to strengthen relationships with Vietnamese community members *and* build new partnerships. A review of visitation data to the Children of the Dragon event, and other grassroots activities, indicated that CDM is effectively attracting and engaging more Vietnamese families. This is a result of a) having the capacity, through the liaison, to develop and participate in more activities and b) steadily growing this audience over time. The Children of the Dragon event, for example, experienced a 43% increase in attendance between 2011 and 2012. During that one-year CDM also saw increases of nearly 50% in participation at enrichment workshops and parent tours.
- Analysis of zip code data also indicated growing visitation to CDM by Vietnamese families. Visitor exit surveys indicated that visitation from zip codes with a high to medium concentration of Vietnamese residents increased an average of 4% and 2% respectively. Memberships from areas with high to mid concentrations of Vietnamese residents also grew; CDM experienced a 33% increase in memberships from zip codes with the highest concentration of Vietnamese residents and a 29% increase for zip codes with a medium concentration.
- Data from participants to enrichment workshops (story time sessions) also indicated that caregivers and their children had positive experiences (100% of respondents “enjoyed” or “greatly enjoyed” the sessions). These visitors also saw CDM as a resource; the majority of parents surveyed reported that the sessions helped them gain ideas about ways to engage their children in educational activities. Moreover, these sessions seemed to provide a useful way to introduce CDM to families and prompt visits. A vast majority of caregivers surveyed (94%) indicated that they were “somewhat likely” or “very likely” to visit CDM with their families. Participants also agreed that the sessions helped them better understand what CDM offers families. A subset of respondents (20%), however, reported that they were “not sure,” which suggests that CDM may need to consider different strategies to more specifically communicate what CDM offers.

### **Community Advisors & Partners**

One of the anticipated outcomes of the VADI Phase II project was that advisors and partners would learn more about CDM and feel more vested—seeing benefits from their contributions and feeling a sense of reciprocity in their relationships with CDM. Overall, CDM successfully met this goal. The main challenge was finding the right balance in communicating with community members so that they are kept abreast of developments within CDM, and continue to feel connected with the organization, but do not feel overwhelmed.

- Partners’ and advisors’ involvement with CDM provided them opportunities to get to know staff and the organization more deeply. They saw value in what CDM offers, both to families in general and to their community specifically. These respondents most often named the opportunities for learning through play and discovery and for families to spend quality time together as key aspects of what CDM provides.

- Advisors had very positive interactions with CDM staff and described them as friendly, knowledgeable, and dedicated. They greatly appreciated the staff's work on behalf of children and families. Several respondents specifically named the Vietnamese Community Liaison as an important resource and felt that CDM having such a position was a sign of a real commitment to serving Vietnamese families.
- Community members involved as advisors or partners also indicated they felt their contributions were valued and expressed gratitude for the work CDM is doing to engage and serve the Vietnamese community. There were also indications that these respondents were vested in CDM, not only commenting that they were glad to be of help, but also offering to do whatever they could to further CDM's work. The majority of those surveyed (91%), in fact, indicated that they had shared information about the Museum with others.
- The one challenge that surfaced related to the amount of communication with community members. Some said that experienced had fairly steady communications with CDM (via the Vietnamese Community Liaison), while others noted experiencing long gaps between communications. While no individual stated outright that they felt displeased with the level of communication, there were some indications that expectations and reactions varied among individuals. Finding a balance when the nature of an advisor's/partner's involvement varies can be tricky, but will likely need to vary depending on an individual's level of involvement (e.g., panelist vs. CBO partner vs. event advisor). Findings suggest that CDM may want to consider developing a more structured plan for communicating with advisors (and setting expectations accordingly).

## References

- Babbie, E. (1998). *The practice of social research*. Albany, New York: Wadsworth Publishing Company.
- Cooper, D. (1998). Museum Maker: Cranbrook's Elaine Huemann Gurian is changing the way the public sees museums – and how museums see themselves. *Metro Times*, September 9, Retrieved from <http://www.metrotimes.com/news/stories/cul/18/50/crnbrk1.html>
- Greene, J.C. & Caracelli, V.J. (1997). Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms. In J.C. Greene & V.J. Carcelli (Eds.), *New directions for program evaluation* (Vol. 74). San Francisco, CA, Jossey-Bass.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). London: Sage.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*, 2nd ed. Newbury Park, CA: Sage.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research*. Newbury Park: Sage.

## Appendix A: Staff survey respondent characteristics

<b>Respondents by department</b>	<b>%</b>
Education & Programs	37%
Exhibits & Facilities	14%
Administration & Finance	32%
Development & Marketing	17%

<b>Respondents by experience at CDM</b>	<b>%</b>
Less than one year	0%
1-2 years	25%
3-5 years	22%
6-9 years	9%
10-15 years	22%
16+ years	22%

<b>Respondents by museum experience</b>	<b>%</b>
Less than one year	0%
1-2 years	19%
3-5 years	17%
6-9 years	11%
10-15 years	22%
16+ years	31%

## Appendix B: Caregiver survey respondent characteristics

Number of attended sessions	%
One time	22%
2 to 3 times	38%
4 to 5 times	16%
6 or more times	24%

Residence	%
City of San Jose	90%
San Jose Metropolitan Area	10%

Familiarity with CDM	%
Never heard of it	14%
Had heard of it, but never visited	43%
Had visited before	43%

Children's ages	%
0-2 years old	46%
3-5 years	58%
6-8 years	4%
9+	2%

**Appendix C: Advisor survey respondent characteristics**

<b>Respondents' age</b>	<b>%</b>
26 - 30	9%
31 - 35	9%
36 - 40	9%
41 - 45	27%
46 - 50	9%
51 - 55	18%
56 - 60	9%
61 - 65	9%

<b>Time in USA</b>	<b>%</b>
16 - 20 years	18%
21 - 30 years	27%
31+ years	55%

<b>Time spent in Santa Clara County</b>	<b>%</b>
less than 1 year	0%
1 - 3 years	0%
4 - 6 years	9%
7 - 9 years	0%
10+ years	91%