

GOOD TO GROW! SELF-STUDY

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INTRODUCTION

The **Association of Children’s Museums (ACM)** pleased to share with you the Good to Grow! Self-Study. ACM is committed to being a resource for museums serving the learning needs of children and families. Good to Grow! is one of ACM’s leadership initiatives that leverage and advance the collective power of children’s museums to effect positive change in the lives of children they serve.

Research shows that families are the most important factor in promoting children’s health. ACM’s research has shown that families turn to children’s museums for engaging activities, quality interactions and trustworthy information about child development and health. This information has shaped the focus of Good to Grow! so that it positions and supports children’s museums as community leaders in promoting healthy choices through play to improve the health and wellness of families. Four key messages guide the initiative:

- **Eat good foods – and in the right amounts.**
- **Increase physical activity.**
- **Reduce screen time.**
- **Connect with the outdoors.**

The Good to Grow! Self-Study is an important component in this larger effort. It is part of ACM’s Growing Healthy Museums project, which is made possible by a grant from the U.S. Institute of Museum and Library Services. The Self-Study provides an organizational review with a focus on health and wellness practices. A way to both think about what the museum is already doing and what it wants to do in the future, it serves as a tool for museums for planning how to build capacity to advance children’s health and wellness in the communities they serve. The process is community-centered, drawing on an understanding of the health and wellness needs of the community’s children. At the same time, it is museum-driven. It brings together staff and board to explore and discuss their own museum’s health and wellness interests and relevant practices across their organization. It also encourages discussion and shared understanding of how health and well-being fit into a museum’s culture and reflects what is distinct and important. Completing the Self-Study is an investment. It is an investment in the health and wellness of children and families, in a community, in a museum and in staff and board. When a museum carries out the Self-Study, it is not only better able to understand what to do to support children’s health and wellness needs, but it is also helping to build a body of best health and wellness practices for museums.

We encourage museums to conduct the Self-Study and become a Good to Grow! Museum, a museum that is committed to the following:

- Emphasizing ACM’s four key Good to Grow! messages to advance children’s health and wellness in their community.
- Actively working with its community on behalf of children’s health and wellness.
- Deliberately incorporating health and wellness into all aspects of its organizational planning and practices.
- Being a recognized and valued community resource for children’s well-being.

To help museums get the most out of their self-study process, we have made it accessible and museum-friendly. The online Self-Study includes all necessary materials so that it can be completed without outside reviewers or site visits. It is available online and can be submitted electronically. ACM members meeting minimal eligibility requirements are entitled to access the Self-Study at no cost.

Overview

PURPOSE OF THE SELF-STUDY

The Good to Grow! Self-Study is an organizational review for museums serving children and families. The focus of this collaborative process is health and wellness practices related to eating good foods, increasing physical activity, reducing screen time and connecting with the outdoors. The Self-Study is intended to accomplish the following objectives:

- Sharpen a museum's understanding of its health and wellness priorities and how it meets them.
- Build internal capacity in order to impact the health and wellness of children and families in the museum's community.

ELIGIBILITY AND REQUIREMENTS

The Self-Study reflects the variety of museums serving children and families that focus on health and wellness, including budget size, areas of priority, emphasis on delivery and progress on a path toward being a Good to Grow! Museum.

Eligible Museums

- An ACM member in good standing
- In operation for a minimum of two years
- One full-time equivalent (FTE) staff person, paid and/or volunteer staff

Minimum Requirements

- Complete all five sections of the Self-Study:
 - Registration
 - Information Gathering
 - Practices Review
 - Action Plan
 - Evaluation & Submission
- Complete the process within 12 months from start date

SELF-STUDY SCOPE

The Self-Study covers six organizational areas that all contribute to a museum's ability to support and impact children's health and wellness.

- **Organizational Direction** reviews how a museum expresses its aspirations and commitment to health and wellness and sets a deliberate course to impact children's health and wellness.
- **Community** reviews how a museum's understanding of health and wellness issues affecting the community's children and families shapes its role, contribution and offerings.
- **Audience** reviews how a museum's understanding of its audience is reflected in its response to their health and wellness interests and needs.
- **Educational Services** reviews how a museum integrates health and wellness into planning, developing and creating learning experiences including exhibits, programs and outreach.
- **Operations** reviews how a museum incorporates health and wellness considerations into daily tasks and activities to operate the museum.
- **Management and Governance** reviews how a museum's health and wellness commitment is integrated into its organizational structure, processes and leadership.

BENEFITS AND RECOGNITION

Benefits that a museum is likely to enjoy as a result of completing the Self-Study include the following:

- A shared organizational focus on health and wellness.
- A broader perspective on the day-to-day work of the museum.
- Staff and board pride in completing the process.
- A roadmap for better serving the health needs of the community's children.
- Valuable material for building a case for support with funders and partners.
- A tool to guide development of health and wellness practices partnerships.
- An example of the value of ongoing study and learning in the life of the museum.
- Use of the Good to Grow! recognition toolkit and logo, press releases and other materials prepared and distributed by ACM.
- Contributing to a body of health and wellness practices.

Recognition

- Validation of achievement in targeted areas of health and wellness.
- For museums scoring 108 or higher (see **Scoring** below), branding as a Good to Grow! Museum, bringing public recognition within the museum field and local community of a museum's efforts and achievement in health and wellness through marketing exposure.
- Priority access to special health and wellness projects administered by ACM.

Scoring

- The Practices Review and Action Plan must be completed in full.
- A final score is a combined total of the individual scores for each of the six organizational areas in the Practices Review. A museum's score is autocalculated as the Self-Study based on saved progress and appears in the upper right corner of each page of the Self-Study site.
- A score of 108 or higher is required for designation as a Good to Grow! Museum. The highest possible score is 184.

BEING A GOOD TO GROW! MUSEUM

A Good to Grow! Museum is a museum committed to the following:

- Emphasizing ACM's four key Good to Grow! messages to advance children's health and wellness in their community.
 - Eat good foods – and in the right amounts.
 - Increase physical activity.
 - Reduce screen time.
 - Connect with the outdoors.
- Actively working with its community on behalf of children's health and wellness.
- Deliberately incorporating health and wellness into all aspects of its organizational planning and practices.
- Serving as a healthy place for children and their families to play and learn together.
- Being a recognized and valued community resource for children's well-being.

Preview Self-Study Steps

GEARING UP

- After reading through the Good to Grow! Self-Study **Overview**, determine if your museum meets the eligibility requirements.
- Discuss the idea of conducting a Good to Grow! Self-Study with the museum's board and staff. Share information about the availability of the tool and determine the degree of interest in participating in the process.
- If there is a decision to go ahead, discuss and clearly state – for internal use – what the museum hopes to accomplish through the process.
- Because it is an organizational review, the Self-Study needs to be shared with and include input from across the organization. Suggestions made at different points in the Self-Study are examples for informing, sharing information and involving board and staff in the process from the very start. Each museum is encouraged to find additional ways that fit their organization.

FORMING A SELF-STUDY TEAM

- Designate four to six board members and staff to serve as the Self-Study team. Appoint one as lead. Consider representatives on the team who reflect areas covered in the Practices Review, such as education and operations. A museum whose board is not a governing body and is, for instance, appointed by the city, may consider including members of an existing advisory committee or friends auxiliary on the team. Some museums may choose to invite a community representative or two to serve on the team.
- Make sure the team is familiar with the Self-Study Steps outlined below. You could share this copy of the full Self-Study with team members. Consider what's involved in the steps, such as which partners to engage, advantages and disadvantages of the distributing the partner survey or conducting a facilitated conversation, what might be needed to survey museum visitors or other questions about the process. Reviewing the different sections of the Self-Study – accessed by clicking on the colored tabs along the top of the screen – may help answer these questions and help your team to understand in more detail the activities they will undertake during the self-study process.
- Use these discussions as an opportunity clarify expectations of each team member for informing museum staff about the Self-Study, gathering information, communicating with partners, etc.
- Agree on a timeline for completing the self-study process with interim deadlines. Identify milestones for reporting progress to the board and staff. Download a sample Self-Study timeline [here](#).

REGISTRATION

- Begin the self-study process by completing the **Registration** section. Enter the information requested about your museum. Then certify that the museum's executive director/CEO or designee and the board chair have granted approval for the museum to engage in the Self-Study.
- To complete the **Registration** process, click the Completed button on the Complete Registration page. This will notify ACM that your museum has begun a Self-Study. Once you complete your registration, your museum will have up to 12 months to submit its completed Self-Study to ACM.

INFORMATION GATHERING

- Move on to the **Information Gathering** section, which is preparation for completing the **Practices Review**. The **Information Gathering** section contains a list of **Suggested Organizational Documents** to gather for the team to reference in thinking about and assessing the museum's health and wellness practices. There are also downloadable materials for use in

getting input from community partners (the **Community Partner Survey**) and families that visit the museum (the **Visitor Survey**, along with the Data Collection Procedures that offer guidance in conducting the survey and the Visitor Survey Tally Sheet to help tally survey results). These materials can also be found on the **Tools for Information Gathering** page of the Welcome section. You can open this page from the list in the green box at the upper left of the Welcome section screens.

- Gather documents from the list of **Suggested Organizational Documents** to use in the review. Invite staff from across the museum to help gather documents. Make documents available electronically via email or a shared network, or distribute copies to team members.
- Identify community partners to involve using suggestions in offered in **Community Partner Engagement**.
- Inform community partners of the museum's intention to conduct a Self-Study process and invite their participation.
- Update the board and staff on engaging community partners and the timeline.
- Conduct the **Community Partner Engagement** by distributing the survey form or holding a facilitated conversation and then summarize results.
- Conduct the **Visitor Survey** following the Data Collection Procedures and then summarize results using the Visitor Survey Tally Sheet.

PRACTICES REVIEW

- Now that supporting information has been gathered, move on to the **Practices Review** section. Forward each team member the [downloadable version](#) of the **Practices Review**, or print this document and distribute copies to team members. Each member of the Self-Study team should then use the results of the **Community Partner Engagement**, the **Visitor Survey** and information from the **Suggested Organizational Documents** to complete the **Practices Review** individually. Because lively, informed discussion is highly beneficial to the Self-Study, team members should note places in the **Practices Review** that may require more information or are difficult to rate. Completing the **Practices Review** should take approximately two to three hours for each person.
- Distribute sections of the **Practices Review** to museum staff in the relevant departments or areas to complete so their responses can be incorporated into the team discussion that will follow.
- Meet as a team to share individual team members' responses and those responses gathered from other museum staff. Discuss and agree on how best to characterize where the museum currently is on each of the practices in the six organizational areas. Avoid averaging each team member's score on a specific practice to arrive at a team score for that practice. Designate a note taker to capture highlights of the discussion and areas of greatest interest. This may take two to three hours during one or two meetings.
- In the **Practices Review** section online, enter the score for each practice that reflects the consensus of the team. As a team, complete the short narrative for each of the six organizational areas. Then calculate the average score for each organizational area and reflect on and interpret this score as a team. While entering team responses online, remember to occasionally click the Save Progress button at the bottom of the page you are working on. The system will time out if it experiences 20 minutes of inactivity, so save often to avoid losing your work.
- Share the preliminary results and observations from the **Practices Review** with the board and staff. Then solicit their input for developing the **Action Plan**.

ACTION PLAN

- At a separate meeting of the team, use the results of the **Community Partner Engagement**, **Visitor Survey** and ratings on the **Practices Review**, along with staff and board input and discussion notes, to develop the **Action Plan**. This will require your team to identify priorities and potential partners and to strategize on how to reach goals.

EVALUATION & SUBMISSION

- After the **Practices Review** and **Action Plan** section are completed, fill out the **Self-Study Evaluation** that is intended to give ACM information about how well the Self-Study process is working for museums.
- To submit the completed Self-Study, use the **Submission Checklist** provided to make sure that submitted items include:
 - Registration with museum information and approval by executive director/CEO or designee and board chair
 - Practices Review with scores
 - Action Plan
 - Self-Study Evaluation
 - Agreement by all Self-Study team members that the submitted Self-Study represents the work of the entire team
- Incomplete or incorrectly prepared Self-Studies may result in processing delays.

AFTER THE SELF-STUDY IS SUBMITTED TO ACM

- ACM will review the submitted Self-Study for completeness and then inform the museum of the results of its Self-Study. Museums scoring 108 or higher (out of a total 184 possible points) will be designated as a Good to Grow! Museum. Museums scoring below 108 will be encouraged to follow their Action Plan and revisit the Self-Study after 12 months to reflect on new work that has been accomplished and to resubmit for Good to Grow! Museum consideration.
- Share the results of your museum's Self-Study and the Action Plan with board, staff, partners and stakeholders.
- Follow your Action Plan to advance your institution's work supporting healthy children and families.

FAQs

Do all museums use the same Good to Grow! Self-Study tool?

Yes. All museums conducting the Good to Grow! Self-study use the same tool. During development, testing was conducted to make sure the process works for museums of varying sizes and for museums that have new or mature health and wellness commitments. Realistically, very small museums, newer museums or museums fresh on the path of health and wellness are likely to find the Self-Study a bit of a stretch. But that isn't always the case.

When is the best time to do the Self-Study?

There is no best time to carry out the Self-Study. There are different benefits to doing the study at different times: as part of or in preparation for strategic planning; as part of developing a health and wellness initiative; or when a museum wants to take a close look at its current health and wellness practices.

Do we have to complete all of the parts of the Self-Study? Do we have to rate ourselves on all of the practices?

Yes. It is important to complete all the parts of the Self-Study. Rate yourself on all of the practices. Each is important for your assessment of your museum.

Do we have to complete the Practices Review in any particular order?

While there is no required order for completing the Practices Review, starting with the Organizational Direction and proceeding through the six areas as presented is preferable. If you start in any of the other areas, which you may do, you will probably revisit and adjust the previous sections. You can save your work in any of the Self-Study sections at any point by clicking the Save Progress button, and you will be able to return to saved sections to make any adjustments.

What areas does the Self-Study cover?

The Self-Study covers six organizational areas.

- **Organizational Direction** reviews how a museum expresses its aspirations and commitment to health and wellness and sets a deliberate course to impact children's health and wellness.
- **Community** reviews how a museum's understanding of health and wellness issues affecting the community's children and families shapes its role, contribution and offerings.
- **Audience** reviews how a museum's understanding of its audience is reflected in its response to their health and wellness interests and needs.
- **Educational Services** reviews how a museum integrates health and wellness into planning, developing and creating learning experiences including exhibits, programs and outreach.
- **Operations** reviews how a museum incorporates health and wellness considerations into daily tasks and activities to operate the museum.
- **Management and Governance** reviews how a museum's health and wellness commitment is integrated into its organizational structure, processes and leadership.

How much time will it take to carry out the Self-Study?

The amount of time it takes to carry out the Self-Study will vary between museums. Twelve months is the maximum time allowed to complete the Self-Study, but it's not necessary to use all that time. ACM recommends anticipating that it will take your museum at least three months to complete the Self-Study – four or five months may be more reasonable. You can view a sample timeline for completing the Self-Study [here](#).

The most time will be spent on completing the Practices Review, first by team members individually and then as a group. Six museums that piloted the Self-Study reported that between the members of their Self-Study teams, completing the Practices Review took an average of 31 hours per museum, ranging from 18 hours to 40 hours.

What if we start and find out that the entire Self-Study process is not right for us? Can we do just part of it?

It is possible that a museum would start the Self-Study and find out the process, or the timing, is not working well. One option is for the museum to delay continuation of the Self-Study process until the timing is better, or to allow for new or improved health and wellness practices to be implemented. As long as a museum submits the completed Self-Study within 12 months from when it registered, it is fine to return to sections of the Self-Study during the 12-month period to add or update responses based on new work that has been accomplished. If the museum chooses not to complete the Self-Study, however, it should inform ACM of this decision.

What if we are rating a practice and it falls between two numbers?

Since this is a Self-Study and is intended to generate lively discussion, scores for a practice that fall between two numbers can be helpful. The four-point rating scale is intended to engage the team in making meaningful distinctions about different practices so does not offer a mid-point rating; a practice must be determined to be a little less than in the middle or a little more than in the middle. Determining

the score that best characterizes a practice can be informed by listening to multiple perspectives, finding relevant evidence or comparing one practice with another.

What kind of feedback do we get from the self-study process? How do we know how well we are doing?

Because this is a self-study, the feedback comes from what a museum learns about itself as it looks at, reviews and discusses its practices; from listening to its partners and visitors; from discussion among team members; from questions posed by staff and board as the Self-Study's progress is shared; and from looking at where the museum can and should go next to better support the health and wellness needs of children and families in its community. The Self-Study process does not rely on peer reviewers or site visits.

Do we have to complete any interim reports?

There are no interim reports to complete.

What if we come up with a community health and wellness issue that does not fall under one of the four Good to Grow! messages?

Because the four Good to Grow! messages are based on evidence and an understanding of health and wellness challenges facing children everywhere, they are a good starting point for articulating a museum's health and wellness interests. However, by linking a museum's health and wellness priorities to the health and wellness needs of children in the community, its priorities may not necessarily match the four Good to Grow! messages. It is, nevertheless, valuable and helpful to explore and understand the connections between community needs and the four messages. In some cases, the connection between local issues and the four messages will be relatively direct. If, for instance, obesity is a significant community health issue affecting children, the connection to the message, "Increase physical activity" is relatively clear. On the other hand, if a community health issue facing children is lead poisoning or asthma, the connection may be less direct. But it is likely that a connection with the messages can be made and following it can be valuable in deepening an understanding of what is affecting the well-being of children in your community.

What is a Good to Grow! Museum?

A Good to Grow! Museum is a museum committed to the following:

- Emphasizing ACM's four key Good to Grow! messages to advance children's health and wellness in their community.
 - Eat good foods – and in the right amounts.
 - Increase physical activity.
 - Reduce screen time.
 - Connect with the outdoors.
- Actively working with its community on behalf of children's health and wellness.
- Deliberately incorporating health and wellness into all aspects of its organizational planning and practices.
- Serving as a healthy place for children and their families to play and learn together.
- Being a recognized and valued community resource for children's well-being.

REGISTRATION

Before beginning the Self-Study, a museum must first register to participate. The **Registration** section consists of five pages:

- **Contact Information**
- **Budget Information**
- **Additional Information**
- **Approval**
- **Complete Registration**

Select each page from the list in the green box to the left, and enter the requested information. Pages can be completed in any order. Before moving on to another page, click the **Save Progress** button found at the bottom of each page to save your work. *You must click the Save Progress button before moving to another page or else your responses on that page will be lost.* You will be able to return to any saved page to edit or add responses later if you wish.

Once the first four pages of the **Registration** section are complete, go to the **Complete Registration** page and select the **Completed** button to submit the registration to ACM. Now your Self-Study team may begin the self-study process. The first step is to click the red Information Gathering tab at the top of the screen and follow the instructions for the **Information Gathering** step.

Contact Information

Please complete the following contact information.

Museum Information

Institution Name

Address

Phone Number

Web Address

Self-Study Contact

Provide the name and contact information for the person who will be the Self-Study primary contact.

Name

Title

Phone Number

Email

Budget Information

Annual Budget

Please indicate the range that the museum's annual operating budget falls within, based on the most recent fiscal year.

- Under \$250,000
- \$250,000 to \$499,999
- \$500,000 to \$999,999
- \$1 million to \$2.99 million
- \$3 million to \$4.99 million
- At or above \$5 million

Additional Information

Please complete the following information about the museum.

Annual Attendance

Please give the most recent figure for total annual attendance (on-site and off-site).

What year is this attendance data from?

Number of full-time equivalent employees

Year the museum opened to the public

Approval to Engage in Self-Study

Please click below to certify that the museum's **executive director/CEO or designee grants approval** for the museum to engage in the Self-Study.

- Executive director/CEO approval granted
- Executive director/CEO has not yet granted approval (Please return to this page once approval is granted. Do not move on to the "Complete Registration" page until approval is granted, as museums cannot proceed with the Self-Study without executive director/CEO approval.)

Please click below to certify that the museum's **board chair grants approval** for the museum to engage in the Self-Study.

- Board chair approval granted
- Board chair has not yet granted approval (Please return to this page once approval is granted. Do not move on to the "Complete Registration" page until approval is granted, as museums cannot proceed with the Self-Study without board chair approval.)

Complete Registration

Click the **Completed** button below once you have completed each page of the **Registration** section and are ready to begin the Self-Study. You will begin with the **Information Gathering** step, found by clicking the red Information Gathering tab at the top of the screen.

Please note: Once you have completed the Self-Study registration process, your museum will have a maximum of 12 months in which to submit the completed Self-Study to ACM.

INFORMATION GATHERING

This section of the Self-Study is preparation for completing the **Practices Review** section. The **Information Gathering** section contains the following pages:

Suggested Organizational Documents

This page suggests a list of documents to gather for the team to reference in thinking about and assessing the museum's health and wellness practices.

Community Partner Engagement

This page assists in soliciting feedback on how community partners perceive the museum's health and wellness practices.

Visitor Survey

This page assists in soliciting feedback on how museum visitors perceive the museum's health and wellness practices.

Select each page from the list in the green box to the left, and follow the instructions for gathering the information. After completing each step of the information gathering process, move on to the **Practices Review** section of the Self-Study by selecting the orange Practices Review tab at the top of the screen.

Suggested Organizational Documents

Some or all of the following documents may be helpful for the team's reference or review in completing the Self-Study. Not all museums will have all of these documents; many may be known by different names within a museum. Museums are encouraged to use other relevant documents.

Not all of these documents may be used by all team members or by all museums. You will not be able to know in advance which ones will be useful and those that will not, however, and it is difficult to stop in the middle of later steps to gather what you need. It also is important for museums to develop a practice of using existing organizational documents to inform present and future work.

- Annual operating budget
- Most recent annual report
- Audience data: Attendance figures with breakdowns of family, groups, etc., if available
- Annual operating budget for current and past year
- Board members with affiliations
- Community needs assessments, studies or plans
- Criteria for selecting and developing exhibits and/or programs
- Evaluations of programs, exhibits or projects

- Exhibit descriptions
- Financial plan
- Sample funding proposals
- Marketing study or market analysis, if any
- Membership information: plan, data, benefits, etc.
- Mission statement, vision, values
- Museum Assessment Program report (MAP self-studies through the American Association of Museums)
- Newsletters
- Organizational chart
- Program descriptions
- Partnerships and initiatives: descriptions, agreements, etc.
- Visitor surveys or comments

Share these documents with team members. Sending them by email or saving them to a shared computer network will help save paper.

Community Partner Engagement

PURPOSE

The **Community Partner Engagement** component of the Self-Study accomplishes several things. First, it incorporates informed perspectives on children’s health and wellness from outside the museum into the Self-Study. Second, it helps build awareness of the museum’s efforts among its partners and the community. Finally, it fortifies the museum’s connections and communication with partners to help strengthen its efforts.

PROTOCOL

The following are suggested steps for carrying out the Community Partner Engagement components. Variations in these steps are likely.

- Download and review the [Community Partner Survey](#).
- Decide whether input from the museum’s partners is better done by bringing partners together in a facilitated conversation or through a survey form - or a combination of the two.
- Identify at least three or partners to participate. For the purposes of the Self-Study, partners are community groups, organizations or agencies, including schools, with whom the museum shares broad interests, commitment and vision related to children’s well-being. Select partners with some familiarity with the museum; a health and wellness interest; and with whom the museum has carried out some shared activities. If multiple partners fit these criteria, select partners with whom the museum has a longer relationship. It is possible that one or more partners may not be able to participate so consider an additional partner or two as back-up.
- Contact each partner personally to inform them that the museum is carrying out a self-study related to its health and wellness interests. Inform them of the museum’s interest in gathering stakeholder input, the value of having a variety of perspectives on health and wellness and the museum’s role on behalf of children’s well-being.
- Let partners know that their participation will provide the museum with information to deepen its understanding of the health and wellness issues affecting children and families in the community; to better understand what other organizations are doing in this area; and to contribute in a way that complements and fills the gaps in what other organizations are doing.

- Set a date and time for either completing the survey or the holding the facilitated conversation.
 - For the survey
 - Add the museum’s name and address to the downloadable [Community Partner Survey](#).
 - Set a deadline for receiving completed surveys.
 - Send the survey to participating partners.
 - Be prepared to follow up with reminders for returning completed survey forms.
 - For the facilitated conversation
 - Schedule a space for a get-together of about 1-1/2 hours.
 - Decide who will facilitate and select a note taker.
 - Consider room set-up and providing healthy snacks.
 - During the facilitated conversation, be prepared to do introductions and provide some background on the museum and each of the participating groups. Use the questions provided in the survey to guide discussion. Consider distributing the survey form to participants at the end to allow them to add comments or make comments anonymously.
- Following the facilitated conversation or completion of surveys, summarize the information gathered; list number participants and organizations represented. In summarizing, it may be helpful to list all the responses under each question.
- Distribute the summary to members of the Self-Study team for use in completing the narrative question for the Community section of the **Practices Review**.

Visitor Survey

PURPOSE

The **Visitor Survey** recognizes the important role of parents and caregivers in providing for the health and wellness of children. Asking adults - parents, grandparents or caregivers - about health and wellness practices they notice and value incorporates this important perspective into the museum’s Self-Study.

PROTOCOL

The following are suggested steps for carrying out the Visitor Survey components. Variations in these steps are likely.

- Download and review the [Visitor Survey](#) (also available [in Spanish](#)) and [Data Collection Procedures](#). Decide which, if any, changes or additions to questions 2, 3 and 5 will help provide better information, and make adjustments to these survey questions accordingly.
- Use the Data Collection Procedures provided to develop a plan for conducting the survey with a minimum of 50 visitors and up to 150 visitors if possible.
- Review the Data Collection Procedures with survey collectors.
 - If at all possible, select a staff person or volunteer with experience in surveying visitors to conduct the survey.
 - Select a date(s), time(s) and location(s) for conducting the survey.
 - Get clipboards and pencils.
 - Download the survey and print 50 or more copies.
 - Consider a way to thank visitors for taking the survey: a logo item or a pass for a free visit.
 - Do a trial run with a few visitors. Be prepared to give the survey and ask the questions, or to let visitors fill it out themselves.
 - Revise the script as needed based on the trial run.
- When the surveys have been completed, summarize information gathered from the surveys using the [Visitor Survey Tally Sheet](#).
- Distribute the summary to members of the Self-Study team for use in completing the narrative question for the Audience section of the **Practices Review**.

PRACTICES REVIEW

OVERVIEW

The **Practices Review** covers six organizational areas:

- **Organizational Direction**
- **Community**
- **Audience**
- **Educational Services**
- **Operations**
- **Management and Governance**

Each organizational area is explored as specific practices. For each organizational area, there are three exercises to complete:

- **Rate Practices:** The Self-Study team will rate the museum's practices.
- **Narrative:** The Self-Study team will complete a short narrative.
- **Scoring:** The Self-Study team will arrive at a score for that organizational area.

Each practice is described as a set of four steps, or levels, where level 1 is a beginning practice and level 4 is a leadership version of the same practice. Each level builds on the previous level and on successfully accomplishing it. In assessing a practice, a museum is able to see both where it is currently and what a more advanced practice looks like. A four-point scale avoids rating a practice at the mid-point between beginner and leadership, but rather requires determining whether a practice is somewhat closer to a level 2 or a level 3 practice.

Level	Related Museum Practices
1	An initial awareness, new interest or preliminary effort
2	A growing awareness, expanding information or an exploratory approach
3	A clarity of purpose, informed approach and related to other practices
4	A systematic, intentional approach within a comprehensive set of related practices informed by evidence of impact

A museum that finds its practices are generally at the same level may be characterized as one of the four hypothetical museums described below:

- The museum rating many practices as level 1 is developing an awareness internally around its health and wellness interests for children. At this point, the museum is moving out from “business as usual.”
- If most practices are level 2, a museum is generally bringing its health and wellness interests for children into focus, exploring areas that are related and in what ways the connections can be developed. As it begins to incorporate health and wellness interests for children into existing organizational processes and practice, it does so unevenly, finding it more difficult to get started or advance in some areas than in others.
- When most of its practices are level 3, a museum is proactive and relatively systematic in gathering information, cultivating partners, integrating external and community considerations with internal and organizational considerations. It is deliberate in building and reviewing processes, programs and practices across the organization to advance an articulated health and wellness interest.
- For a museum that rates most practices as level 4, its health and wellness interests for children are clearly articulated and fully integrated into its processes and practices. External, community interests and needs are reflected in internal priorities and practices. Its practices place it in a leadership position in the community and among other organizations.

Realistically, every museum has strengths and weaknesses, head starts and slow starts in different areas of the organizational and areas of practice. Seldom is a museum at precisely the same step or level in all areas of practice. In the **Practices Review** a level 1 practice in an area is generally comparable to a level 1 practice in another area just as a level 2 practice in an area is comparable to a level 2 practice in another; and so on with level 3 and level 4 practices being comparable across all areas.

INSTRUCTIONS

Complete the **Practices Review** below, assessing the museum's health and wellness practices based on the feedback from the community partners and visitors and from their own observations. Use the results of the **Community Partner Engagement** and the **Visitor Survey**, along with the relevant organizational documents, to help you. Make note of particular practices that were challenging to rate. Completing the **Practices Review** should take approximately two to three hours. Then you will meet as a Self-Study team to share individual responses, discuss and agree on the score that best characterizes where your museum currently is on each of the practices in the six organizational areas.

Organization Direction: Rate Practices

Organizational Direction reviews how a museum expresses its aspirations and commitment to health and wellness and sets a deliberate course to impact children's health and wellness.

Organizational Aspirations around Health and Wellness

Health and wellness vision

- 1 = Our health and wellness vision is vague.
- 2 = Our health and wellness vision of what we hope to achieve is emerging.
- 3 = Our health and wellness vision is clear and specific.
- 4 = Our health and wellness vision is clear, specific and written and based on our distinct contribution to children's health and wellness in our community.

Health and wellness priority

- 1 = Our health and wellness interest is not connected to our organizational priorities.
- 2 = Our health and wellness interest relates to some of our organizational priorities but the relationship is not clear or well understood.
- 3 = Our health and wellness interest generally reflects our organizational purpose and values.
- 4 = Our health and wellness interest is clear and well integrated with organizational priorities and our strategic framework.

Internal awareness of health and wellness commitment

- 1 = Awareness of our health and wellness commitment is limited to a small number of Board and staff.

- 2 = Awareness of our health and wellness commitment is shared by numerous Board and staff who have a strong interest in the area.
- 3 = Awareness of our health and wellness commitment is shared by many Board and staff in our museum at many levels.
- 4 = Awareness of our health and wellness commitment extends across the organization by staff and Board at all levels.

Organizational Planning for Health and Wellness

Health and wellness goals

- 1 = We do not have health and wellness goals for what we hope to achieve.
- 2 = We have health and wellness goals, but they are vague.
- 3 = We have a set of clear, written health and wellness goals and impacts.
- 4 = We have a set of clear, written health and wellness goals and impacts that are multi-year with timeframes for accomplishing them.

Organizational strategy

- 1 = We do not have an organizational strategy for how we will accomplish our health and wellness vision.
- 2 = We have a vague organizational strategy for how we will accomplish our health and wellness vision.
- 3 = We have a clear organizational strategy for how we will accomplish our health and wellness vision.
- 4 = We have a clear, written organizational strategy for how we will accomplish our health and wellness vision that is based on our strengths and community needs.

Monitoring impact

- 1 = We do not track any outcomes or changes related to the health and wellness activities we offer.
- 2 = We have some anecdotal evidence about what our health and wellness efforts are accomplishing.
- 3 = We are tracking outputs and impacts in some of the easier areas.
- 4 = We regularly gather information on impacts and use that information to track progress towards goals and inform decisions.

Organization Direction: Narrative

In 50 words or less, describe how health-related issues are currently expressed in the museum's mission, vision, values or organizational plan.

Organizational Direction: Scoring

Add up the scores for the six practices in Organization Direction:

Divide the total above by 6 to arrive at an average score for the six practices in Organizational Direction:

Explain and give evidence for how well you think the average score reflects where the museum is in its practices in this area.

Community: Rate Practices

Community reviews how a museum's understanding of health and wellness issues affecting the community's children and families shapes its role, contribution and offerings.

Community Health Context

Knowledge of our local health and wellness issues (such as obesity, poor nutrition, etc.)

- 1 = We are becoming familiar with children's health and wellness needs in our community from talking to people and networking.
- 2 = We are gathering information (i.e. case studies, research reports, policies of school health committees and needs assessments) on children's health and wellness in our community.
- 3 = We are developing a profile of children's health and wellness needs in our community.
- 4 = We have an evidence-based picture of the evolving health and wellness needs of children in our community that frames where we are most likely to make a distinct contribution.

Community Engagement

Relationships with community health and wellness organizations

- 1 = We are relatively unknown by community health and wellness organizations.
- 2 = We are getting to know health and wellness organizations and are known to some of them.
- 3 = We are sought after by organizations with active representation on boards, commissions, school health committees, and civic organizations that affect decisions and advocate for children's health and wellness.
- 4 = We are a key player in high impact efforts through our extensive network of health and wellness organizations.

Contribution to the community

- 1 = We distribute some information on many topics including health and wellness at the museum.
- 2 = We occasionally provide information on health and wellness topics and resources to schools and community groups.
- 3 = We often share information and reports on health and wellness to increase awareness about children's health and wellness with our partners and community groups.
- 4 = We regularly disseminate information and reports on children's health and wellness to partners and community groups and add value about what this means for children locally.

Partners and Advisors

Partners

- 1 = We don't have partners with a health and wellness focus.
- 2 = We are in the early stages of developing partners with specific health and wellness interests.
- 3 = We have partners selected to complement our strengths and support our health and wellness priorities.
- 4 = We have goals, objectives and outcomes for what we want to accomplish through our long-term health and wellness partnerships.

Advisors

- 1 = We don't have specific health and wellness advisors.
- 2 = We find advisors with health and wellness expertise when we need someone to review specific exhibit and program content.
- 3 = We have designated advisors with expertise in our priority areas and with knowledge of community needs.
- 4 = We bring on health and wellness advisors with depth in our priority areas in varied ways: at early planning stages, to challenge our thinking, to connect us with their colleagues, to interpret research, and to complement our expertise.

Community: Narrative

In 50 words or less, summarize how the museum's health and wellness interest and contribution are perceived based on the results from the Community Partner Engagement.

Community: Scoring

Add up the scores for the five practices in Community:

Divide the total above by 5 to arrive at an average score for the five practices in Community:

Explain and give evidence for how well you think the average score reflects where the museum is in its practices in this area.

Audience: Rate Practices

Audience reviews how a museum's understanding of its audience is reflected in its response to their health and wellness interests and needs.

Knowledge of Audience

Knowledge of audience groups

- 1 = We don't know about our audience's health and wellness needs and interests.
- 2 = We know a little about our audience's health and wellness needs and interests and we are looking for more ways to learn about them.
- 3 = We know something about our audience's health and wellness needs and interests.
- 4 = We know a lot about our audience's health and wellness needs and interests and have developed specific ways to start meeting those needs.

Knowledge of factors affecting audience participation

- 1 = We don't know about factors (developmental, cultural, accessibility or economic) affecting our audience's participation in our health and wellness offerings.
- 2 = We know a little about factors (developmental, cultural, accessibility or economic) affecting our audience's participation in our health and wellness offerings.
- 3 = We know something about factors (developmental, cultural, accessibility or economic) affecting our audience's participation in our health and wellness offerings.
- 4 = We know a lot about factors (developmental, cultural, accessibility or economic) affecting our audience's participation in our health and wellness offerings and we have developed specific responses that start to address them.

Visitor Perceptions

Knowledge of visitor perceptions

- 1 = We don't know if our visitors value our health and wellness efforts.
- 2 = We know some of our visitors value the health and wellness efforts we make.

- 3 = We know many visitors value our health and wellness efforts.
- 4 = We know that most of our visitors value our health and wellness efforts.

Visitor Services

Preparation for visitors' health, wellness and safety

- 1 = We follow basic health, wellness and safety practices that affect our visitors: hand washing, diaper disposal, cleaning up spills, etc.
- 2 = We follow basic health, wellness and safety practices and also schedule CPR- and first-aid-trained staff during open hours and events.
- 3 = We follow and train visitor service staff on an expanded set of health, wellness and safety practices that affect visitors: CPR- and first-aid-trained staff during open hours and events; sun/shade, communicable diseases, air quality, insects, etc.).
- 4 = We continue to follow, and train visitor service staff on an extensive set of health, wellness and safety practices (from greetings and group orientation to staff prepared to recognize and respond to challenging behavior or unhealthy or unsafe situations) that we review and update.

Audience: Narrative

In 50 words or less, name one or more specific health-related practices that visitors responding to the Visitor Survey value and an area they feel needs improvement.

Audience: Scoring

Add up the scores for the four practices in Audience:

Divide the total above by 4 to arrive at an average score for the four practices in Audience:

Explain and give evidence for how well you think the average score reflects where the museum is in its practices in this area.

Educational Services: Rate Practices

Educational Services reviews how a museum integrates health and wellness into planning, developing and creating learning experiences including exhibits, programs and outreach.

Educational Planning

Building a health and wellness framework to guide educational planning

- 1 = We do not have a health and wellness framework.
- 2 = We are building a health and wellness framework organized around health and wellness topics.

- 3 = We have developed a written health and wellness framework that integrates health and wellness topics with content standards or audience considerations (such as development and culture).
- 4 = We have a written health and wellness framework that integrates health and wellness topics with content standards and audience considerations (such as development and culture) and that also links to our organizational strategy.

Setting educational goals

- 1 = We don't develop specific health and wellness goals for exhibits and programs.
- 2 = We develop health and wellness goals for some exhibits and programs.
- 3 = We develop and write health and wellness goals based on our framework for exhibits and programs.
- 4 = We develop and write health and wellness goals and impacts based on our framework for exhibits and programs.

Forging an educational approach for health and wellness

- 1 = We use our general educational approach for delivering health and wellness experiences.
- 2 = We are exploring various educational approaches - family learning, play, inquiry - etc. for delivering health and wellness experiences.
- 3 = We have identified an educational approach - family learning, play, inquiry - etc. which we are adapting for effectively delivering health and wellness experiences.
- 4 = We have adapted and are implementing an educational approach for which we have articulated goals, audience groups and ages and strategies.

Health and wellness messages

- 1 = Our health and wellness messages are vague.
- 2 = Our health and wellness messages are the Good to Grow! messages.
- 3 = Our health and wellness messages relate to the Good to Grow! messages and link to our educational goals.
- 4 = Our health and wellness messages relate to the Good to Grow! messages, link to our educational goals and are adapted for different age and audience groups.

Engagement strategies

- 1 = We present special activities as our health and wellness engagement strategy.

- 2 = We incorporate health and wellness themes into exhibits and programs.
- 3 = We select from a variety of engagement strategies (exhibits, programs, special events, kits and trunks, kiosks, performances, outdoor space, website, etc) that are consistent with our educational goals, are developmentally and age appropriate, and serve individuals as well as groups.
- 4 = We serve the visitor with a choice among engagement strategies that are consistent with our educational goals and that extend throughout the building, exhibits and programs; throughout the day; and extend home.

Evaluating educational exhibits and programs

- 1 = We do not evaluate our health and wellness exhibits and programs.
- 2 = We evaluate some of our health and wellness exhibits and programs.
- 3 = We evaluate many of our exhibits and programs - mostly the major health and wellness exhibits and programs.
- 4 = We evaluate most of our health and wellness exhibits and programs and we incorporate results into those and other projects.

Exhibits and Environment

Exhibit activities and interpretive approaches

- 1 = We use 1 or 2 activities and interpretive approaches to deliver health and wellness messages in our exhibits.
- 2 = We use a few different activities and interpretive approaches such as media, stories, hands-on activities, facilitators, objects, etc. to deliver health and wellness messages in our exhibits.
- 3 = We use a variety of activities and interpretive approaches such as media, stories, hands-on activities, facilitators, objects, etc. that are best suited to delivering health and wellness messages to a specific audience in our exhibits.
- 4 = We select specific activities and approaches that are best suited to delivering a particular health and wellness message to a specific audience in our exhibits; we also consider how the approaches and activities work together.

Exhibit components, materials and props

- 1 = When we can, we use recycled, found or natural materials in exhibits, such as our art area.
- 2 = We use recycled materials and objects in our exhibit components, materials or props.
- 3 = We make or purchase exhibit components and props that use natural, durable and non-toxic materials.

- 4 = In addition to the above, we highlight the health and wellness benefits of these choices.

Fabrication

- 1 = We use some green products and materials when we can.
- 2 = We regularly use certain products, such as paints that are less toxic.
- 3 = We fabricate exhibits using products and materials to help minimize waste, are safe, long-lasting and contribute to healthy lives.
- 4 = We have developed and are following our own written, research-based standards for fabrication, materials and practice.

Programs and Initiatives

Educational programs

- 1 = We offer some health and wellness activities in a few programs.
- 2 = We are developing programs that focus on health and wellness topics.
- 3 = We have developed a set of health and wellness programs on topics that support our health and wellness goals.
- 4 = We have developed a comprehensive set of health and wellness programs that support our goals and fill gaps in what is available in the community.

Health and wellness initiatives

- 1 = We offer a few health and wellness activities but we don't have an initiative.
- 2 = We sometimes group programs around a health and wellness theme for a one-time month, a fair or a community event.
- 3 = We plan our health and wellness programs to work together.
- 4 = We plan, target and coordinate programs, events and outreach to create a health and wellness initiative that is tied to measures and complements other community offerings.

Outreach

Outreach offerings

- 1 = We don't offer any health and wellness activities or programs off-site.
- 2 = We have a health and wellness program we sometimes take to a school or community center when we are asked.

3 = We have developed a health and wellness program that can be presented off site at community locations.

4 = We have developed and offer an on-going set of health and wellness programs targeted to particular audiences at community locations.

Educational Services: Narrative

In 50 words or less, highlight the museum's area of greatest educational effort and likely impact related to health and wellness. Or, give an example of a creative way the museum has put together a program or service to respond to these needs.

Educational Services: Scoring

Add up the scores for the twelve practices in Educational Services:

Divide the total above by 12 to arrive at an average score for the twelve practices in Educational Services:

Explain and give evidence for how well you think the average score reflects where the museum is in its practices in this area.

Operations: Rate Practices

Operations reviews how a museum incorporates health and wellness considerations into daily tasks and activities to operate the museum.

Facility and Site

Space allocation and amenities

1 = Our space allocation and amenities do not reflect our emerging health and wellness interests.

2 = We are working on a list of changes to make our space allocation and amenities better reflect our health and wellness priorities: more inviting stairs, reallocating space, connecting with outdoors, etc.

3 = Our space allocation and amenities reflect our health and wellness priorities in general ways: adequate space for physical activity, natural light, indoor and outdoor spaces, outdoor views, etc.

4 = Our space allocation and amenities reflect our health and wellness priorities, goals and messages in a variety of inviting ways: engaging space for physical activity, natural light, indoor and outdoor spaces, attention to outdoor views, fun stairs, etc.

Building practices

1 = Our building practices do not reflect our health and wellness interests.

2 = We use zero-to-low VOC paints, finishes and stains; low emitting adhesives and carpets; and sustainably harvested, certified woods when we can.

3 = We research and make energy efficient and conservation choices when we make capital

changes to the facility or site.

- 4 = We are LEED certified.

Building systems and site operations

- 1 = We follow recommended schedules for inspections, maintenance, repair and replacement of filters, etc.
- 2 = Our regular facility and site operating practices are geared to assure safety and extend product life-cycles.
- 3 = In addition to following schedules and operating practices to optimize efficiency, we are talking with experts and partners to help us identify additional ways to reduce energy, water consumption and operating costs.
- 4 = We have researched and adopted a set of operating practices that reduce energy, water consumption and operating costs.

Environmental health (indoor air quality, mold, radon, etc.)

- 1 = We don't look specifically at the environmental health of our facility and site.
- 2 = We are aware of some aspects of environmental health and some areas where we need to improve.
- 3 = We have conducted an audit of our facility's environmental health: air quality, noise levels, asbestos, radon, soil testing, etc.
- 4 = We have taken concrete action to improve our facility's environmental health, from air quality to integrated pest management and weed control, etc.

Safety and hazards

- 1 = We follow code and general safety procedures.
- 2 = We use a safety and hazards checklist and are exploring ways safety and hazards connect with health and wellness.
- 3 = We use preventive strategies to increase safety and reduce hazards: training, walk-throughs, etc.
- 4 = We do weekly and daily inspections and have quick response procedures in place to address concerns about safety and hazards.

Waste management

- 1 = We do not have a recycling program in place; staff often takes our recycling home.

- 2 = We have found a few ways to go beyond the fullest extent of local recycle system that are in place.
- 3 = We have a variety of waste reduction efforts beyond the local recycle systems: electronics recycling, printer cartridges, composting, etc.
- 4 = We have a comprehensive waste management program that relies on reducing consumption; composting and recycling; involves visitors and vendors; earns money and saves hauling fees.

Exhibit Cleaning, Repair and Maintenance

Products used for exhibit cleaning, repair and maintenance

- 1 = We use readily available, low cost products and chemicals to clean, repair and maintain our exhibits and sanitize toys, surfaces and props.
- 2 = We are learning about sustainable, non-toxic products and chemicals clean, repair and maintain our exhibits and sanitize toys, surfaces and props.
- 3 = We usually use sustainable, non-toxic cleaning products to clean, repair and maintain our exhibits and sanitize toys, surfaces and props.
- 4 = We use only sustainable, non-toxic cleaning products and chemicals to clean, repair and maintain our exhibits and sanitize toys, surfaces and props.

Services

Food and nutrition

- 1 = We have no food and nutrition guidelines.
- 2 = We are looking at nutrition standards and policies to guide us in developing nutrition guidelines for the museum.
- 3 = We have a set of nutrition guidelines that cover food in our vending machines, kiosk or café.
- 4 = We have a written set of guidelines that cover food in our vending machines, kiosk or café and that is served at birthday parties, fundraisers and staff meetings.

Food service

- 1 = Within the food choices we offer (vending, kiosk or café) are some healthier food choices.
- 2 = We offer healthy food choices in our vending, kiosk or café.
- 3 = We only offer healthy food choices in our vending, kiosk or café.
- 4 = We only offer healthy food choices in our vending, kiosk or café and we link the food to information on how the foods grow in exhibits and programs; we also use ecologically conscious

appliances and products, low volume packaging, biodegradable and recycled napkins and tableware.

Gift shop

- 1 = Very little of our store merchandise connects with our health and wellness priorities.
- 2 = We select some store merchandise to connect with our health and wellness priorities.
- 3 = We provide information on health and wellness benefits related to store merchandise that connects with our priorities.
- 4 = We select store merchandise using health and wellness criteria, provide information on related health benefits throughout the store and suggest activities to do at home.

Operations: Narrative

In 50 words or less, describe the museum's most successful healthy operations practice.

Operations: Scoring

Add up the scores for the ten practices in Operations:

Divide the total above by 10 to arrive at an average score for the ten practices in Operations:

Explain and give evidence for how well you think the average score reflects where the museum is in its practices in this area.

Management and Governance: Rate Practices

Management and Governance reviews how a museum's health and wellness commitment is integrated into its organizational structure, processes and leadership.

Marketing-Communications

Health and wellness messages in marketing-communications

- 1 = We do not reflect our health and wellness interests in our marketing materials: our newsletter, annual report, membership or educational brochure, Web site, etc.
- 2 = We reference our health and wellness interests and activities in some of our marketing materials but messages are not consistent.
- 3 = We have clear health and wellness messages for specific stakeholders which we update.
- 4 = We have health and wellness messages integrated into our museum marketing-communication plan, supported by current, consistent and professional materials.

Allocation of Financial Resources

Financial resources allocated toward health and wellness activities

- 1 = Our health and wellness activities have no funds allocated to them.
- 2 = Our health and wellness activities are supported by occasional grants.
- 3 = Our health and wellness activities are currently supported by a realistic budget sufficient to make progress towards our goals.
- 4 = We have made progress towards a stated objective of having financially self-sustaining health and wellness programs, initiatives and exhibits using a variety of funding strategies.

Fund Development

Health and wellness fund

- 1 = We don't have any specific health and wellness fundraising efforts underway.
- 2 = We are building a case for support of our health and wellness efforts based on our priorities and goals.
- 3 = We are developing a health and wellness funding plan with goals and diverse funding sources.
- 4 = We have a multi-year funding plan integrated with our organizational plan to support long-term health and wellness priorities.

Relationship with funding partners

- 1 = We are starting to build awareness about our health and wellness interests with potential funders and supporters.
- 2 = We have increased the number and variety of funding partners: media partners, sponsors, foundations, government, etc. supporting our health and wellness priorities.
- 3 = Our health and wellness interests make us attractive to funders and supporters; and as a result, we have expanded our funding sources and relationships with several funders.
- 4 = Our health and wellness interests make us attractive to funders and supporters through whom we have increased our funding for health and wellness and strengthened our ties to the community.

Staff and Volunteers

Health and wellness reflected in internal culture

- 1 = We encourage health and wellness practices among our staff and volunteers, but we don't actively support it with programs or activities.

- 2 = We encourage health and wellness practices among our staff and volunteers and support it with occasional health and wellness programs and activities.
- 3 = We support staff and volunteers in practicing and modeling healthy behaviors at the museum on an on-going basis: walking up stairs, taking breaks, etc.
- 4 = We actively promote staff and volunteers in developing and extending health and wellness practices at and outside the museum: subsidizing gym memberships, bringing in speakers, etc.

Health and wellness integrated into positions and job expectations

- 1 = Health and wellness is not represented in job descriptions or performance reviews.
- 2 = Some positions are intended to support health and wellness activities but these job expectations are vague.
- 3 = Job descriptions and performance reviews reflect our health and wellness interests and encourage development of related expertise and practices.
- 4 = We have someone on staff with responsibility for health and wellness activities but all staff are expected to advance our health and wellness interests in the context of their jobs and receive related training or pursue professional development options.

Organizational learning

- 1 = We generally do not share information and references on health and wellness practices.
- 2 = Some of us gather and share information and references on health and wellness practices, but not regularly.
- 3 = We have conversations and discussions about what health and wellness mean and are developing and presenting health and wellness training for staff and volunteers.
- 4 = We have an on-going group that is studying and sharing what health and wellness practices could look like across the organization in the future.

Board

Board and committee composition and structure

- 1 = We have little or no relevant health and wellness expertise among board members.
- 2 = We have health and wellness expertise represented on the board but it is not sustained or on-going.
- 3 = We have on-going health and wellness expertise represented on the board but it is not supported by committee structure.
- 4 = We have committees or task forces guided by board members with health and wellness expertise that provide direction and help monitor performance targets.

Board awareness of and commitment to health and wellness issues

- 1 = A few board members are aware of our health and wellness interests.
- 2 = A few board members show an on-going understanding of our health and wellness interest.
- 3 = The Board of Directors provides general direction and valuable discussion related to our health and wellness priorities.
- 4 = Many board members show awareness, commitment and responsibility for our health and wellness priorities through participation in the community, in fundraising efforts and at museum events.

Management and Governance: Narrative

In 50 words or less, identify one area of strength and one of weakness of how the museum's health and wellness commitment is integrated into staff structure, job expectations or encouragement of health and wellness among staff.

Management and Governance: Scoring

Add up the scores from the nine practices in Management and Governance:

Divide the total above by 9 to arrive at an average score for the nine practices in Management and Governance:

Explain and give evidence for how well you think the average score reflects where the museum is in its practices in this area.

ACTION PLAN

OVERVIEW

The **Action Plan** is intended to convert information and shared insights from the **Practices Review** into a forward-looking tool that can advance the museum as a community health and wellness resource for children and families.

Developing the **Action Plan** involves the following steps:

- Synthesizing the results of the self-study process using results from the **Practices Review**, notes taken during discussions and input from staff and board about where the museum hopes to go.
- Identifying priorities for moving forward. Priorities might emerge directly from the museum's overarching interests as reflected in Organizational Direction and Community. They may also be related to organizational areas that score lower than other organizational areas.
- Focusing attention, energy and resources to build capacity in key areas by identifying: practices that are less developed or on which other practices are based; partners who can assist in making progress; measures for determining progress; and a timeline.

INSTRUCTIONS

The **Action Plan** section consists of two parts: the **Identifying Priorities & Partners** page and the **Reaching Goals** page. Select each page from the list in the green box to the left, and enter the requested information or answers.

To save responses, click the **Save Progress** button found at the bottom of each page. You will be able to return to add or edit responses later if necessary. Remember to select Save Progress before moving to another page, otherwise your responses on that page will be lost. ACM recommends saving frequently and before any unanticipated periods of inactivity, as the online system will log out if it experiences 20 minutes of inactivity.

Once you are satisfied with the **Action Plan**, and if the **Practices Review** section is also complete, then move on to the final step of the Self-Study by selecting the purple Evaluation & Submission tab at the top of the screen.

Identifying Priorities & Partners

Summarize the museum's primary health and wellness priorities or interests in 50 words or less. This statement may be the same as the response in Organizational Direction or an updated version of it.

Identify 2-3 current and/or new community partners that are highly relevant to the priorities or interests identified above. For each one, relate them to one of the museum's health priorities and specify their likely contribution, such as content expertise, audience reach, support, etc.

Partner 1:
Organization Name

Relevance to health and wellness interests

Contribution

Partner 2:
Organization Name

Relevance to health and wellness interests

Contribution

Partner 3:
Organization Name

Relevance to health and wellness interests

Contribution

Reaching Goals

Identify three health and wellness goals related to the health and wellness priorities or interests summarized on the preceding **Identifying Priorities & Partners** page. Be specific; be ambitious but realistic. For each goal:

1. Identify 3-4 activities or action steps that will help realize the goal. Consider basing the action steps on specific practices from the **Practices Review**.
2. Name a partner from the list on the preceding **Identifying Priorities & Partners** page that will help you accomplish or make progress on the goals.
3. Identify 1-2 specific measures to assess progress toward a goal.

Goal 1:

State this goal.

Activities or action steps (identify 3 or 4) that will help realize this goal

Partner that will help accomplish or make progress on the goal

Specific measures (identify 1 or 2) to assess progress toward the goal

Goal 2:

State this goal.

Activities or action steps (identify 3 or 4) that will help realize this goal

Partner that will help accomplish or make progress on the goal

Specific measures (identify 1 or 2) to assess progress toward the goal

Goal 3:

State this goal.

Activities or action steps (identify 3 or 4) that will help realize this goal

Partner that will help accomplish or make progress on the goal

Specific measures (identify 1 or 2) to assess progress toward the goal

Looking Ahead

In 50 words or less, describe how the museum will look in 3-5 years from the perspective of one of your high-priority audience groups.

EVALUATION & SUBMISSION

After completing the Self-Study, there are just a few more steps necessary to submit the Self-Study to ACM.

First, complete the **Self-Study Evaluation**, which provides valuable feedback to ACM on your museum's experience with the Self-Study. The Evaluation consists of two parts: the **Ratings** page and the **Comments** page. Select these pages from the green box to the left. To save your responses on these pages, click the **Save Progress** button on each page.

For the final step, click on the **Submission Checklist** in the green box to the left. Make sure each item is on the checklist is complete, then click the **Submit Self-Study** button at the bottom of the page, and ACM will begin its review of the museum's completed Self-Study.

After the review process is complete, ACM will send a letter informing the museum whether its score on the Self-Study, which is autocalculated from the ratings on the **Practices Review**, has earned it designation as a Good to Grow! Museum.

Self-Study Evaluation: Ratings

Please take a few moments to help evaluate the Good to Grow! Self-Study. Sharing your responses to the following questions will provide ACM with information about how well the self-study process is working for museums.

After completing the rating questions below, click the **Save Progress** button at the bottom of the page. Then continue with the second part of the evaluation by clicking on **Self-Study Evaluation: Comments** in the green box to the left.

Using a number on a scale of 1 to 4, rate how well the Self-Study met your expectations overall.

- 1 = Not well
- 2
- 3
- 4 = Very well

Please rate the following aspects of the Self-Study, using a number on a scale of 1 to 4.

Online Format -- Ease of Use

- 1 = Difficult
- 2
- 3
- 4 = Very easy

Online Format -- Usefulness

- 1 = Not useful
- 2
- 3
- 4 = Very useful

Community Partner Engagement -- Ease of Use

- 1 = Difficult
- 2
- 3
- 4 = Very easy

Community Partner Engagement -- Usefulness

- 1 = Not useful
- 2
- 3
- 4 = Very useful

Visitor Survey -- Ease of Use

- 1 = Difficult
- 2
- 3
- 4 = Very easy

Visitor Survey -- Usefulness

- 1 = Not useful
- 2
- 3
- 4 = Very useful

Rating Scale for Practices -- Ease of Use

- 1 = Difficult
- 2
- 3
- 4 = Very easy

Rating Scale for Practices -- Usefulness

- 1 = Not useful
- 2
- 3
- 4 = Very useful

Narrative Questions -- Ease of Use

- 1 = Difficult
- 2
- 3
- 4 = Very easy

Narrative Questions -- Usefulness

- 1 = Not useful
- 2
- 3
- 4 = Very useful

Using a number on a scale of 1 to 5, rate how clear you felt the language and terms used in the Self-Study were.

- 1 = Not clear
- 2
- 3
- 4
- 5 = Very clear

Self-Study Evaluation: Comments

Please comment on the Self-Study experience.

In what ways, if any, was the Self-Study valuable that you had not anticipated?

What would you recommend to another museum considering the Self-Study?

From start to finish, from registering for the Self-Study to submitting it, how long did the process take your museum to complete?

Approximately how many people-hours went into completing the Practices Review? (# of participants X # of hours per participant)

Please share any additional comments on the Good to Grow! Self-Study.

Submission Checklist

Before submitting the museum's completed Self-Study to ACM, make sure the following items have been completed:

- **Registration** with museum information and approval by executive director/CEO or designee and board chair
- **Practices Review** with scores
- **Action Plan**
- **Self-Study Evaluation**
- **Responses on each page of the Self-Study are complete, and the Save Progress button has been clicked at the bottom of each page**
Check the [Self-Study Progress](#) link, found at the top of the right margin on any page of the Self-Study Web site, to check that all pages have been saved. Each page that requires responses should have a check in the Saved column.

Once all items in the checklist are complete, click the [Submit Self-Study](#) button below to submit your completed Self-Study to ACM.

By clicking the Submit Self-Study button below, you certify that:

1. **All items on the above checklist have been completed.**
2. **All Self-Study team members agree that the submitted Self-Study represents the work of the entire team.**