


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

**Purpose Statement:**

Situation & Priorities	Inputs	Outputs		Outcomes → Impact				
		Activities	Participation	What We Expect To Change				
				<i>Thoughts</i>	<i>Awareness</i>	<i>Actions</i>	<i>Behaviors</i>	<i>Big Condition Shifts</i>
	Our Resources	What We Do	Who We Reach	<i>Skills</i>	<i>Attitudes</i>	<i>Policies</i>	<i>Practice</i>	<i>Social</i>
			<i>Motivations</i>	<i>Aspirations</i>	<i>Decision-Making</i>		<i>Status</i>	<i>Economic</i>
			<i>Knowledge</i>				<i>Environmental</i>	
			Short Term	Medium Term	Long Term			
			**mind-shifts**	**behavior changes**	**systemic change**			
	<ul style="list-style-type: none"> <li>-The Broad staff</li> <li>-Advisors</li> <li>-Partner / host organizations</li> <li>-Apprentices</li> <li>-IMLS grant / \$</li> <li>-Facilities / space</li> <li>-Time</li> <li>-Materials</li> <li>-Tools</li> <li>-Equipment</li> <li>-Knowledge</li> <li>-Commitment</li> <li>-Vision</li> <li>-Passion</li> </ul>	<ul style="list-style-type: none"> <li>-Outreach to other museums</li> <li>-Build excitement</li> <li>-Build partnerships</li> <li>-Convene advisors</li> <li>-Preparation from institutions</li> <li>-Work on timelines</li> <li>-Project management</li> <li>-Meetings</li> <li>-Recruit apprentices</li> <li>-Interview apprentices</li> <li>-Hire apprentices</li> <li>-Write trainings</li> <li>-Develop curriculum</li> <li>-Train / share knowledge with apprentices</li> <li>-Train partners / host organizations</li> <li>-Place apprentices / finding fit</li> <li>-Onboard / orient apprentices</li> <li>-Mentor apprentices</li> <li>-Evaluate progress and outcomes</li> <li>-Report back to funder</li> <li>-Share findings (within team and with wider field)</li> <li>-Consider sustainability / expansion</li> </ul>	<ul style="list-style-type: none"> <li>-The Broad staff and leadership</li> <li>-Advisors</li> <li>-Partner organizations / host organizations</li> <li>-Mentors</li> <li>-LA Community</li> <li>-Apprentices</li> <li>-IMLS</li> <li>-Wider field (museums, etc.)</li> </ul>	<p><b>Apprentices Feel Valued and Supported</b> Apprentices feel valued (3) Apprentices feel comfortable and included (2)</p> <p><b>Apprentices' Confidence Grows</b> Apprentices have confidence to apply for jobs (3) Confidence in new skills (1)</p> <p><b>Apprentices Gain Art Handling Knowledge and Skills</b></p> <p><b>Partner Organizations &amp; Mentors Increase Knowledge, Skills, and Awareness re: Bias, Diversity, and Inclusion</b> Awareness of bias (3) More inclusive thinking about recruiting and hiring host organizations (1)</p> <p><b>Partners, Mentors, &amp; Apprentices Trust and Respect One Another and are Open to Teamwork</b> Trust in others (2) Openness to teamwork (1)</p> <p><b>Partners, Mentors, &amp; Apprentices Inspired &amp; Passionate</b></p> <p><b>DAP Known / Recognized in Los Angeles Community</b></p>	<p><b>Apprentices Employed as Art Handlers</b> New career opportunities for apprentices (4) Employed apprentices (2)</p> <p><b>Partners, Mentors, &amp; Apprentices Work Together as a Team</b> Teamwork (3)</p> <p><b>Apprentices Inspire &amp; Motivate Others</b> Apprentices will share their stories with larger audiences (1)</p> <p><b>Advisors &amp; Partners Organizations Change Decision-Making and Practices to Become More Inclusive and Equitable</b> Inclusive policies and actions at host organizations (1)</p> <p><b>Apprentices Engage in Proper Art Handling</b></p> <p><b>Increased Visibility of Art Handling and Preparation</b></p> <p><b>DAP Promoted and Recognized</b></p>	<p><b>Museums and Art World as Inclusive, Equitable Spaces</b> Museum staffs represent the communities they serve (5) Fair for all workers pay in museums (4)</p> <p><b>Shared Humanity Through Ending Oppression</b> Shared sense of humanity (1)</p>		
	<b>Assumptions</b> —in place now and we'll continue to rely on			<b>External Factors</b> —out of our control, but could influence the above				

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

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

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

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

**Notes from Kate:**

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

**Welcome to your first Apprentice Check-In!****Let's get to know each other.**

This check-in should take about 15-20 minutes to complete.

**First, please provide your first name, last name, and email address below:**

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

**First name:**

**Last name:**

**Email address:**

**The Diversity Apprenticeship Program application and selection process was rigorous--but you made it! Please share 2 or 3 things you like about the DAP process so far, and also 2 or 3 things that could be improved.**

Your honest answers will help us learn and grow!

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

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

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

**We recognize it's very early in the apprenticeship process, but we'd like to know how valued you feel by those running the program (i.e., The Broad team).**

Please rate your how valued you feel right now on a scale of 1-5, where 1 is low.

**How confident do you feel right now as an apprentice?**

Please rate your how confident you feel right now on a scale of 1-5, where 1 is low.

**How supported do you feel right now as an apprentice?**

Please rate your how supported you feel right now on a scale of 1-5, where 1 is low.

**We want you to feel supported throughout your DAP experience. What types of support might be helpful to you as an apprentice?**

(Examples: transportation, child care, language translation, etc.)

**How would you rate the pay as an apprentice in the following areas?**

Please rate the pay on a scale of 1-5, where 1 is very low, 5 is very high, and 3 is just right/fair.

**Pay in relation to the requirements of the apprenticeship position**

**Pay in relation to the experience you bring to the apprenticeship position**

**Please rate yourself on the following skills**

Remember- it's okay to not be comfortable with all of these skills yet! This will help us gauge where to prioritize training.

Please rate your how comfortable you feel right now on a scale of 1-5, where 1 is not at all comfortable.

**Handling 2D (two-dimensional) objects**

**Handling 3D (three-dimensional) objects**

**Handling delicate or fragile objects**

**Lifting heavy objects**

**Understanding environmental factors which can cause damage to objects or works**

**Using carts to transport works (e.g., object carts, painting carts, A-frames, flat bed carts)**

**Stacking framed works**

**Proper packing methods**

The differences between packing materials, and when each is appropriate to use (i.e., Sorbathane, Volara, Tyvek, Glassine, Coroplast, Foamcore, etc.)

**Using a lift**

Using a Johnson Bar (J-Bar)/Using an extension on a J-Bar

Using a four-wheel dolly

Using a pallet jack

Cavity packing objects

Safely transporting objects

Identifying proper installation/hanging hardware

Understanding the differences between installation/hanging hardware

Placement of art on a wall

Reading and using a tape measure

Knowledge about museum career paths

Crate handling, packing, and unpacking

Using tools (e.g., hammer, level, drill, screwdrivers, etc.)

**What's your ultimate goal or dream as a result of being an apprentice?**

If you could project your life out about 1-2 years from now, how might this program have changed things for you?

**What are you hoping for in your mentor?**

What qualities or characteristics would a great mentor have?

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

**Thanks for your responses!**

**Please select which type of \$15 gift card you would like to receive below.**

You should receive your gift card by email (to the email address you provided at the beginning of this check-in) within 1 week.

**Notes from Kate:**

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

**Welcome to the DAP check-in for Partners, Advisors, and Mentors!**

We appreciate your thoughts and input.

This check-in should take about 10 minutes to complete.

**First, please provide your first name, last name, and email address below:**

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

**First name:**

**Last name:**

**Email address:**

**Please indicate if you are partner, advisor, supervisor, or mentor:**

*[Respondents able to choose as many as apply]*

**Partner**

**Advisor**

**Mentor**

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

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

**Please let us know to what extent you feel valued by those running the DAP program (e.g., The Broad staff)?**

Please rate your how valued you feel on a scale of 1-5, where 1 is low.

**Similarly, please let us know to what extent you feel respected by those running the DAP program (e.g., The Broad staff)?**

Please rate your how respected you feel on a scale of 1-5, where 1 is low.

**Also please let us know to what extent you feel supported by those running the DAP program (e.g., The Broad staff)?**

Please rate your how supported you feel right now on a scale of 1-5, where 1 is low.

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

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

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

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

Please share your ideas.

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

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

**Thanks for your input and perspectives.**

**We're grateful!**

Stay tuned.

We'll share a summary of our findings with you.



## INTRODUCTION

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

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

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

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

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

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

Thanks! Now we can get started.

### **IF THEY HAVE NOT COMPLETED/SENT IN JOURNEY MAP:**

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

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

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

**IF THEY HAVE COMPLETED/SENT IN JOURNEY MAP:**

Thank you for completing your journey map.

How was the activity for you?

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

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

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

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

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

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

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

**AFTER JOURNEY MAP**

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

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

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

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

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

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

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

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

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

Did you accomplish your goals?

What are your goals now?

What challenges or worries are you facing now?

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

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

## **CLOSING**

That's it!

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

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

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

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

[Note gift card preference.]

## **AFTER EACH INTERVIEW**

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

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

**INTRODUCTION**

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

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

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

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

[If yes, start recorder and let participant know]

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

Thanks! Now we can get started.

**IF THEY HAVE NOT COMPLETED/SENT IN JOURNEY MAP:**

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

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

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

**IF THEY HAVE COMPLETED/SENT IN JOURNEY MAP:**

Thank you for completing your journey map.

How was the activity for you overall?

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

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

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

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

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

[Once they're done...]

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

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

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

**AFTER JOURNEY MAP**

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

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

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

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

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

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

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

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

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

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

## **CLOSING**

That’s it!

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

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

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

## **AFTER EACH INTERVIEW**

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

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

**2020 DIVERSITY APPRENTICESHIP PROGRAM (DAP) JOURNEY MAP ACTIVITY**

**\*\*Please complete before our phone/video call interview!\*\***

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

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

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

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

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

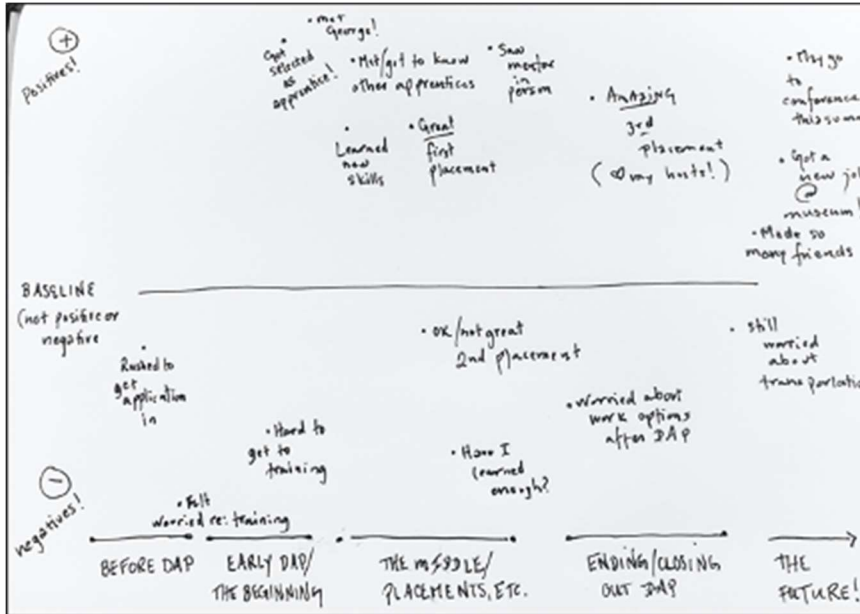
To give you a better idea about what I mean, I have included couple of sample journey maps and a sample timeline below. I hope these will demystify the process and give you a sense of what we're after.

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

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



Example 1:



Example 2:

