Even Space Shuttles Have Expiration Dates: Gracefully Ending Successful Programs

ASTC Annual Conference
Monday, September 23, 2019
Toronto, ON, Canada
Eric Godoy, Sandra Bonnici, Charlie Trautmann
All good things must come to an end.

-Geoffrey Chaucer
Gracefully Ending Successful Programs
Session Overview

• 3 Case Studies
  • Sciencenter – Egg Drop
  • Madison Children’s Museum – Discovery To Go
  • Denver Museum of Nature & Science – Passport to Health

• Sunsetting Approach
  • Brief synopsis of program
  • Changes that lead to the sunsetting
  • Communication and Implementation
  • Reflections on lessons learned
  • Growth and new directions post-sunsetting

• Analyzing the Vitality of Your Programs
• Sunsetting Considerations with Audience and Partners
• Q+A
Gracefully Ending Successful Programs
Session Goals

1. Learn about different examples of sunsetting successful programs that puts community partnerships at the center and that allows for post-action growth.
2. Receive resources for examining the vitality of programs to assist with decision-making for sunsetting.
3. Learn strategies for considering and incorporating audience and partner needs and relationships when sunsetting programs.
Case History: Sunsetting the Egg Drop

Charlie Trautmann, Sciencenter
Sept 23, 2019
OUTLINE

1. Program description
2. What changed?
3. Steps we took to communicate the problem
4. Reflections & lessons learned
5. Growth & new directions
1 – Program Description
Best creations at egg drop
2 – What Changed???

1. Volunteers moving on, more staff time
2. Event didn’t connect participants with the Sciencenter enough
3. A Halloween event at the museum started
3 – STEPS TAKEN TO COMMUNICATE

1. Meetings, meetings, meetings!
2. Analysis of costs (incl. staff)
3. Process of decision making – “consult”
4 – REFLECTIONS & LESSONS LEARNED

Change is hard!
5 – GROWTH & NEW DIRECTIONS
Madison Children’s Museum – Discovery To Go
Case Study: Passport to Health
Passport to Health

- Started in 2008
- Funding from The Colorado Health Foundation
- In conjunction with Expedition Health permanent exhibition
- Targeted 5th grade students, their families, and teachers
- Title 1 Schools

- Served more than 30,000 students
- From more than 60 unique schools.
- 86% of students eligible for free or reduced-price lunches
- 70% Latino/Hispanic, and overall 87% from communities of color
- Forged relationships with many community partners
**Passport to Health**

**What does it accomplish?** P2H has a proven track record, increasing students', families', and teachers' understanding of health science, raising health literacy, and inspiring healthy lifestyles.

<table>
<thead>
<tr>
<th>PROGRAM COMPONENT</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Teacher Resources</td>
<td>• Program orientation and health science-based professional development</td>
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<tr>
<td></td>
<td>• Online teacher resources and lessons at <a href="http://www.dmns.org">www.dmns.org</a></td>
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<tr>
<td>Family Access</td>
<td>• All participating students and teachers receive three tickets good for their family's admission to the Museum.</td>
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<tr>
<td>Fitness Physiology</td>
<td>• Overview of circulatory, respiratory, and musculoskeletal body systems</td>
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<td></td>
<td>• Hands-on investigations to discover how physical activity affects each system</td>
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<tr>
<td>ExerScience</td>
<td>• A self-guided visit through Expedition Health</td>
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<td>• Activity stations where students test and measure how physical activity and proper nutrition benefit their systems and organs</td>
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<tr>
<td>Family Fit Fest</td>
<td>• Engage families in physical activities</td>
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<td>• Inspire families to make healthy choices together</td>
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<tr>
<td>Family Health Day</td>
<td>• Families participate in health-themed activities and exhibitions throughout the Museum</td>
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<td></td>
<td>• Families learn about and access healthy-living resources from community partners</td>
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Passport to Health

- What Changed?
  - Funding
  - DMNS Strategic Directions
  - Educational Approach
Passport to Health

• Sunsetting Plan
  • Communication – celebration, transition, future
  • Transition Year programming and support
  • Repurpose funding for new programs – *Body Systems in Motion*

<table>
<thead>
<tr>
<th>OLD COMPONENT</th>
<th>NEW OFFERING</th>
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<tbody>
<tr>
<td>1  P2H-Specific Teacher</td>
<td>• Health-related professional development classes, including those related</td>
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<tr>
<td>Professional Development</td>
<td>learning and the brain</td>
</tr>
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<td></td>
<td>• Dates and topics will be shared at a later date</td>
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<tr>
<td>2  Museum Passes</td>
<td>• All participating students and teachers will continue to receive a pass</td>
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<tr>
<td></td>
<td>they can redeem at the Museum for entry for their family</td>
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<tr>
<td>3  Fitness Physiology</td>
<td>• One of our award-winning <em>Virtual Academy</em> programs: <em>Virtual Heart, Virtual</em></td>
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<tr>
<td><em>(At Your School)</em></td>
<td><em>Lung, Virtual You've Got Guts</em>, and <em>Virtual New Me: Puberty</em></td>
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<tr>
<td>4  ExerScience At the Museum</td>
<td>• One of our <em>Field Trip Adventures</em> programs during a field trip to the</td>
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<tr>
<td></td>
<td>Museum: <em>[Heart Lab</em> or <em>Lung Lab]</em></td>
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<tr>
<td></td>
<td>• A self-guided visit through Expedition Health</td>
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<tr>
<td></td>
<td>• District bus costs will still be covered 100%</td>
</tr>
<tr>
<td>5  Family Fit Fest At Your</td>
<td>• Family Fit Fest will continue to be offered in conjunction with a school-</td>
</tr>
<tr>
<td>School</td>
<td>wide family event (as requested)</td>
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<tr>
<td>6  Family Health Day At the</td>
<td>• Families will be invited to attend a health-themed SCFD Community Free Day</td>
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<tr>
<td>Museum</td>
<td>at the Museum in winter/spring 2019</td>
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Passport to Health

• Reflections on Lessons Learned
  • Commitment to Bilingual Spanish/English programming and staffing
  • Changed our definition of "family"
  • Changed our language and terminology
  • Learning ecosystem approach

• Growth and Moving Forward
  • Body Systems in Motion legacy
  • Expanding role and importance of bilingual educators
  • Community engagement approach
Assessing the Vitality of Programs:
Decision-making and Audience Considerations

Charlie Trautmann and Eric Godoy
Sept 23, 2019
OUTLINE

1. 3 levels of program assessment
2. Creating decision-making guidelines
3. EXERCISE: Generating decision guidelines
4. Example of guidelines
5. Using the guidelines in practice
Three Levels of Program Assessment
2 – Creating Guidelines for Decision Making

1. Include the most important inputs, outputs, and impacts/outcomes
2. Keep the list manageable (10–15 total)
3 – SMALL GROUP EXERCISE

1. Think about a program that you might want to sunset
2. List 3 criteria that you think are important in making the decision
3. Discuss with your group
4. Make a group list of 8-10 decision guidelines
4 – Sample Decision Guidelines (see handout)
5 – Using Decision Guidelines in Practice

1. Keep the right people in the loop
2. Communicate the decision
3. Evaluate at each step
4. Monitor risk regularly
Sunsetting Programs – Audience Considerations

1. Landscape of Audience and Partners
2. Assessing Impacts, Possible Strategies
3. EXERCISE: Develop a plan
4. Example of guidelines
5. Using the guidelines in practice
Questions?