

Integrated Pest Management Training

Case Overview

This case is based on a real logic model developed by a participant in Shaping Outcomes Continuing Education. For more information, please see the attribution box at the end of the logic model.



Historic Cherry Hill is a historic site in Albany New York, the mission of which is to encourage the public to connect emotionally with one Albany family's response to change, in order to gain critical perspective on the past and present, focusing on the changes experienced by that family and the rest of society.

In 2006, Historic Cherry Hill sought and received a grant from the Institute for Museum and Library Services to provide preservation training to small historic sites and museums in the upstate New York region to support the development and implementation of integrated pest management programs. Small museums and historic sites lack access to expensive training and professional pest management services that large institutions have, and Historic

Cherry Hill, along with the Upstate History Alliance, sought to meet that need with classes, digital materials, and web-based forums on integrated pest management techniques.

Pests are a problem for any collection of archives and artifacts. The destruction that a pest infestation can wreak can be devastating to a small institution. Since many local and regional history museums accept donations of a wide variety of materials from community members with no experience in detecting or defending against pests like cockroaches, beetles, rodents, and moths, these small institutions are especially vulnerable unless they have staff or volunteers who have the knowledge and commitment to detect and address problems before they start.



For more information, visit: <http://www.historiccherryhill.org/>.

Profiles of Stakeholders

These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations.

Historical Society Volunteer

“I have been placed in charge of accepting new donation of materials for our archives. The other day a woman dropped off a box of her grandmother’s papers and there were little bugs in there. I’m not sure what they were, but I’m pretty sure that we don’t want them in the rest of our archived papers! If I’m going to do this job well, I’m going to need some training.”

Local Museum Director

“We do our best on a limited budget, but we just don’t have the funding that large museums have. If we can take care of our pest issues ourselves, as we go along, and avoid an expensive problem later on that requires restoration of some of our holdings, then I am more than willing to do what it takes to get myself and my staff to one of these workshops.”

Local Historical Society Visitor

“I love to track my family’s history. I went as far back as I could by interviewing the older people in my family, but then I went to a workshop at the public library. They suggested I try the Historical Society. I did, and I was amazed at all that I found. The paper records at the Historical Society are a valuable resource for me. I am glad that the staff there are looking after the heritage of this area.”

Local Museum Donor

“I give a lot of money to the local museum every year. I don’t give money to charities that don’t spend it wisely. There’s no sense in collecting things if you don’t take care to see they last. I am pleased that the staff and volunteers at the museum are going to learn more about preserving the collection.”

Fourth-grader

“This spring we went to Historic Cherry Hill. I saw a lot of things that were really cool. I can’t believe that you can see a dress from a hundred years ago! They look a lot like things you see on TV—then my grandmother said she has a dress just like that! I hope to be able to see lots more of this stuff.”

Logic Model Worksheet

I. Situation: program partners and stakeholders	
What is the program's name ?	Integrated Pest Management Workshop
What partners are involved?	Historic Cherry Hill Institute of Museum and Library Services Spicer Art Conservation, LLC Upstate History Alliance
Who are the program's stakeholders ?	What does each stakeholder want to know?
Historic Cherry Hill	Have other museums learned from this experience? Do other museums know about useful HCH facilities (e.g. freezer for rental/emergency use)?
Spicer Art Conservation	Will small museums have fewer infested artifacts?
Small museums	Can we prevent or limit damage by insects in a cost-effective way? How can we assess donations or examine existing collections for pest problems?
Upstate History Alliance	Is this an effective way to boost the knowledge of our member museums' staff and volunteers?
Donors/visitors	Will our artifacts be preserved for future generations?
IMLS (21st Century professional education program)	Is this an effective way to deliver needed information to museum staff?

II. Program planning: connecting needs, solutions, and results

Who are the audiences ?	Collections staff/volunteers at small museums
What are the needs of the audience?	Information about and solutions for pest problems in museum collections
What are some audience considerations ?	<p>Staff and volunteers have time and budget constraints, limited initial understanding of problem and solution, and may not be convinced that a pro-active approach is necessary, but are generally willing to learn how to better manage their collections.</p> <p>Materials or learning experiences must be applicable at home /post-workshop. Learning must be able to be conveyed to new volunteers and others not able to attend the workshops.</p>
What solution fulfills the needs?	Short hands-on workshop on integrated pest management, with take-home tools
What will be the desired results ?	<ul style="list-style-type: none"> • Small museum staff recognize that IPM is important and cost-effective. • Small museum collections staff implement effective measures to prevent pest infestation and manage pest problems. • Program participants share knowledge with other staff and other local museums.

III. Logic model summary: program purpose statement

We do what?	Provide training to create integrated pest management programs in museums.
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For whom ?	Collections staff/volunteers at small and mid-sized museums in New York and surrounding states.
For what outcome /benefit(s)?	Museum staff are engaged in pro-active behavior to safeguard their collections against pest damage and share their knowledge with other local museums.

IV. Program elements

Inputs	Outputs (or counts)
Classroom equipment	12 stools, tweezers, magnifiers, etc.
Consultant/staff time	15% curator/10 days consultant
Photocopies	Notebooks and advertising
Refreshments	Breakfast (own lunch)
Tech support for registration/CD creation	Approximately 5-7 days
Activities	Outputs (or counts)
Advertising	# of fliers/emails to lists/groups # of responses to various marketing vehicles
Research and develop resource materials/templates	Notebook and CD w/templates
Curriculum for workshop	Outline and presentation
Locate and order classroom supplies	\$ and # of consumable supplies
Identify existing on-line resources	Websites, database, ID tools, etc.
Evaluate each workshop for improvement	# of workshop surveys
Services	Outputs (or counts)
One-day workshop	2 per year for 3 years 10-15 participants per workshop
Discussion forum for sharing ideas (web-based)	# of postings and participants

V. Outcomes

Outcome 1: Participants show increased knowledge of problem pests

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who can identify and describe main food sources for at least 5 relevant pests	Workshop participants	Survey/quiz	End of workshop	80%

Outcome 2: Participants have increased knowledge of at-risk artifacts and change behavior regarding those at-risk artifacts

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of workshop participants who can match artifact types with pest management issues	Workshop participants	Workshop knowledge quiz	End of workshop	80%
# and % of participants who implement explicit quarantine procedures	Workshop participants (counted as 1 per institution)	Participant report (survey)	1 year	90%

Outcome 3: Participants implement measures to prevent pests in museums

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who develop and publish policies and procedures for food in their museum	Respondents to 3-month surveys	Question on follow-up survey	3 months after program completion	80%
# and % of participants who implement a housekeeping plan with 4 of 5 key aspects of integrated pest management	Workshop participants (counted as 1 per institution)	Participant report	1 year	80%

# and % of participants who implement a program of monitoring and trapping in storage and exhibition areas	Workshop participants (counted as 1 per institution)	Participant report	1 year afterward	50%
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Outcome 4: Participants share knowledge with others

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who post at least 2 comments or questions on a web-based forum for pest management	Workshop participant	Web-site logs	Months 1, 6, 12	20, 60, 80%
# and % of participants who report sharing the workshop techniques with at least 1 external museum or with at least 2 new volunteers	Workshop participants	Participant report (survey)	1 year afterward	50%

The Integrated Pest Management Workshop Case Study was based on a project proposed by Erin Crissman for Historic Cherry Hill. For more information on the project or organization, visit: <http://www.historiccherryhill.org/>