

Draft for Advisory Committee

Final Consultants Report Discovery Grant to Arch Street Meeting House Pew Center for Arts and Heritage

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Proposed Interpretive Statement for Arch Street Meeting House (ASMH)

Interpretive Theme: The Power of this Place and the People Who Have Made a Difference in the World.

For more than 200 years, Arch Street Meeting House was and still remains:

A place for Quakers to worship, joined by their beliefs in simplicity, peace, integrity, community, and equality

A place that inspires Quakers and others to express their beliefs in word and actions to effect change in the world

A place that incubates leaders who further causes of social justice, equal rights for all, peaceful resolution to problems, and care for the Earth

Project Highlights -- Calendar of Project Team Consultant Activities

September - November 2015

The project team meets: ASMH staff Lynne Calamia, Director and Amanda Schaffer, Program Coordinator; and consultants Donna Ann Harris of Heritage Consulting Inc., Elizabeth Tinker of the University of the Arts, and Sandra Mackenzie Lloyd, interpretive consultant. Together we identify specific tasks within the project and shape an agenda for the initial Advisory Committee Meeting.

At the Advisory Committee meeting, the staff, consultants, and Advisors brainstorm potential interpretive themes to explore at Arch Street Meeting House. Interpretive topics include:

- Quaker worship practices
- Religious freedom as expressed in Philadelphia
- Quaker pacifism, especially in times of war
- William Penn
- Women's history including the leadership of Quaker women
- African American history including the issues of enslavement, Underground Railroad, and racism
- Architectural history
- Quaker beliefs and worship practices.

These draft themes will be considered as Max van Balgooy of Engaging Places, LLC, prepares an Interpretive Assessment of Arch Street Meeting House and Elizabeth designs and executes front-end visitor surveys.

Arch Street Meeting House closes to the public to prepare its new interpretive programs.

December 2015 - February 2016

A front-end evaluation is conducted to determine interests in potential topics and experiences as well as knowledge of ASMH. Results are shared at the advisory meeting.

Consultant team meetings with Lynne and Amanda focus on plans for a program to recruit and train a new corps of volunteer Docents and Greeters for ASMH.

Grey Pierce conducts extensive research to build information about Arch Street Meeting House and the people associated with it over the years. This new research will guide the future development of interpretive materials.

Lynne and Amanda consolidate the various themes into one overarching umbrella for the new interpretation of ASMH by adopting the Quaker acronym SPICES (Simplicity, Peace, Integrity, Community, Equality, and Stewardship). They create a new manual and a new tour script and bulleted list of key points for the new volunteers using this organizational strategy. The goal is to create consistent, quality tours which take 15 minutes. Lynne and Amanda conduct two, full-day training programs for the new volunteers. Donna and Sandy attend as observers and make brief presentations.

Arch Street Meeting House remains closed to the public during this training period.

Max van Balgooy submits his Interpretive Assessment, which helps shape plans for pilot projects.

March - May 2016

The Advisory Committee meets and receives updates from Lynne, Amanda, and the consultants on the project including the Interpretive Assessment, front-end research, historical research, and the new Docent manual and training program. The Committee brainstorms potential pilot projects to pursue, including:

- The new 15-minute tour of the meetinghouse, especially in the West Room, employing the new manual and /bullet points built on the overarching interpretive theme, SPICES
- The use of volunteers as Greeters and as Docents (two separate and new positions)
- Signage inside and outside the Meeting
- Interpretation of the East Room, as it currently exists and as it might be improved
- The development of school programs
- Charging admission and/or requesting donations from visitors with consistency
- The development and implementation of special programs
- Strategies that "break down the brick wall" to help transform this enclosure around ASMH into an asset rather than a barrier.

Amanda and Lynne coordinate two additional training programs for new volunteer Greeters and Docents. Donna and Sandy attend as observers and make brief presentations.

Arch Street Meeting House reopens to the public and for school programs. Greeters and Docents are encouraged to use their new training. Greeters sit at a relocated desk, with a donation box prominently displayed. Visitors are encouraged to give a donation of \$2.00 per person.

Elizabeth Tinker designs two prototyping sessions to test two areas within the pilot projects:

- Prototyping session 1: Welcome by volunteer Greeters, way- finding signage, and flow of the volunteer Docent-led tours of the ASMH. The welcome experience included the addition of a prominent box with a sign suggesting a donation of \$2.00, a brief intro to the site, and information on tours.
- Prototyping session 2: The new Docent-led SPICES tour, followed by "Ask a Quaker" Q&A session is prototyped for content, timing, and flow.

Staff and the consulting team help implement both, aided by volunteer Greeters and Docents.

School programs launch as a pilot project in collaboration with Historic Philadelphia, Inc. The pilot project brings more than 6000 students into ASMH from late April through mid-June. A specially designed tour experience is implemented to complement the activities students have before their visit (details below). ASMH trains Docents to give this shortened tour and coordinates the logistics required to accommodate large student groups.

As a pilot collaborative project, ASMH hosts a Once Upon A Nation (OUAN) Story Telling Bench starting on Memorial Day weekend for a program which will last through Labor Day. This Story Telling Bench will link ASMH with an existing program and 12 other Story Telling Benches located in and around Independence National Historical Park. Visitors to ASMH will hear a trained storyteller tell interactive but historically accurate stories about such Quakers as Benjamin Lay and William Penn and encourage visitors to go in ASMH for a tour.

Note on School Programs -- Historic Philadelphia, Inc. (HPI) has developed innovative school programs called Story Strolls which employ interactive storytelling as their key strategy. The target age is grades 3 - 5. More than half the students come from Philadelphia public schools in program made possible by an EITC grant (Educational Improvement Tax Credit). Students move through Philadelphia's historic district and hear four site-specific stories shared by two trained storytellers. The Story Strolls open with a story about the "rebellious teenager," the Quaker William Penn, who founds Pennsylvania and intends it to be the "seed of a nation." Pennsylvania establishes principles and practices which influence later developments in the US: freedom of speech, freedom of conscience, trial by jury, and a representative government. The Strolls end with a story about another Quaker, Susan B. Anthony, who delivers a speech at Independence Hall on July 4, 1876, in which she invokes the Declaration of Independence and demands the vote for women.

Both Strolls conclude with a question for the students, "What will *you* speak up for?" The students then walk with an HPI facilitator to ASMH where they sit in the West Room. An Arch Street Docent gives a short introduction to the space, focusing on the simplicity of the room itself and how Quakers worship in silence until they feel compelled to speak. The HPI leader then asks the students to sit quietly for a short time, and think about what they might speak up about, much as William Penn and Susan B. Anthony did. After that bit of quiet reflection, he/she invites the students to raise their hands if they wish to speak up about something that is important to them.

A separate report submitted by Historic Philadelphia will detail this program, but in summary, it proved remarkably powerful as the stories heard on the Stroll and this Place -- the West Room -- *inspired* students to stand up. They spoke up about love for their families, concern for the environment, fear of war, appreciation for their friends, and so much more. *The experience in the West Room -- with few words, but a memorable activity -- inspired the students.* This pilot project and its results offer a powerful way to share this Place and this room with others -- not just students. Also of importance, this pilot project demonstrates that school programs can generate income. More than 6000 students participated at \$2.00 per student for a total of more than \$12,000 for Arch Street Meeting House.

June - July 2016

Elizabeth Tinker designs and coordinates the third and final prototyping day, implemented by her with the assistance of ASMH staff and volunteers, the consultant team, and several interns. Its goal is to test exterior signage inside and outside the brick walls.

Prototype Session 3 included:

- A large public art chalkboard outside the walls inviting passersby to answer the question, *How will you change the world?*
- Simple but large paper "banners" hung on the outside walls, each with a picture of a Quaker and a pithy phrase such as: *Susan B. Anthony, Arrested for Voting, QUAKER, Learn More Inside, Open 11-2.*
- Interpretive signs posted inside the walls which give a bit of information about the graveyard

The consulting team meets to plan for the final Advisory Committee meeting which will provide the group with a summary of the work accomplished since the last meeting and over the course of the project. The team develops draft versions of a new overarching interpretive theme for Arch Street to be considered by the Committee (attached).

Interpretive Themes for Arch Street Meeting House Tour Program

The Power of this Place and the People Who Have Made a Difference in the World.

For more than 200 years, Arch Street Meeting House was and still remains:

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Summary for the New Tour of ASMH: A Strong Interpretive Theme with Compelling Stories

The new interpretive theme will underpin the overall interpretation at ASMH, most immediately in the development of a new tour. Docents will develop short and engaging historical stories with an emphasis on people who were/are Quaker that illustrate interpretive themes. Best Quaker candidates for tours will be those who spent time in ASMH and potentially are illustrated on banners hung on brick walls that surround the Meeting. The banners were prototyped during this Discovery Grant.

Arch Street Meeting House, especially its West Room, is dramatic and akin to a theater space. Visitors need to be actively engaged in the interpretation there, including having the chance to fully appreciate the space and place which is at once simple and grand. Docents should ask open ended questions, tell stories about people in history that used this space, ask people to raise their hands when asked a question, and ask visitors to volunteer and move to facing benches as appropriate. Docents should not sit for their introductory tour, and should strive to create a multi-sensory experience, perhaps by using a select number of props. Visitors should be asked at the end of the tour to share what and who inspires them, and what they are inspired to do (take action).

Potential Topics:

Founding of Philadelphia

Identify 3-5 key Quakers and develop material which Docents can choose to use as they build their tour of the West Room, much of which is in the new Docent manual (this same formula applies to other categories below)

Women's History

Identify 3-5 key Quakers

Native Americans

Identify 3-5 key Quakers

African Americans

Identify 3-5 key Quakers to discuss in tour

Social action and social change (1960s to now)

Identify 3-5 key Quakers

Consultant Observations and Recommendations

The consultants for the Pew Discovery Grant have joined together to offer their observations and recommendations based on our work over the last year. We have organized these comments by topic below:

Revenue, staff and space usage

Observations: The Pew Discovery Project Grant has permitted staff, consultants, and volunteer Docents and Greeters to experiment with new interpretive methods to bring Arch Street alive for visitors. The re-installation of Historic Philadelphia's Story Telling Bench has been a great success. The tour length has been considerably reduced to 15 minutes to fit the needs of casual visitors. The school program has brought in more than 6000 students, and ASMH received \$2.00 per student for more than \$12,000. The suggested donation of \$2.00 per person as an admission charge has been established, and Greeters welcome visitors and ask them for financial support.

Recommendations:

- Continue the Historic Philadelphia Story Telling Bench and school tour program managed by Historic Philadelphia. Meet with the Historic Philadelphia tour and administrative staff and debrief about this spring's tour program, discuss revenue to the ASMH, and make plans for the fall season. Make changes in Docent staffing as needed.
- Continue offering a fifteen minute introductory tour of the building centered on the West Room.
- Recruit more volunteers to further develop and implement "Ask a Quaker" in the Monthly Meeting room for visitors who want to learn more about the facility and Quaker beliefs.
- Continue to develop the tour route, using as a model results from the prototyping sessions and van Balgooy report which suggested a sequence of Welcome by the Greeter, an Invitation to the exhibits in the East Room, a short Interpretive tour of the West Room by a Docent, and the Opportunity to Ask a Quaker (a different Docent) in the Monthly Meeting Room with exit from there (which makes the stairs to the Rest Rooms very available)
- Continue to have the donation box and Greeter table in the hallway opposite the front door and welcome visitors there.
- Consistently have the Greeter ask for a donation of \$2.00 per adult visitor, and \$2.00 per student through the school tour program. This could create a substantial revenue stream to help support the site's staffing needs.
- If the Preservation Trust Board feels that Saturday rentals are essential to its fundraising goals, then published open hours to the public must change to indicate that the site is not open to visitors on Saturdays.
- The current practice of holding Saturday open hours for visitors but closing the West Room occasionally due to events, is creating a negative experience for visitors.

The Docent Tour Program: recruitment, training, retention and recognition

Observations: All aspects of the Docent program have been fundamentally rethought in the last nine months. Changes include “laying down” the longstanding guide program, creating a new Docent application process, holding interviews, offering a day long training program to introduce the new 15 minute tour based on SPICES theme, creating a new Greeter position, and offering additional training opportunities throughout the year. Docents have been intimately involved in the experimentation of the Pew Discovery Grant’s prototyping effort by administering surveys and offering feedback. Docents and Greeters have been asked to make changes “on the fly” during the prototyping sessions for the visitor welcome experience, and to fundamentally change the old tour substance, length, timing, and location. Despite being trained, all greeters do not consistently ask all visitors to make a donation.

This growth in interpretive programming at Arch Street Meeting House, while both welcome and exciting, has put a considerable strain on both staff and volunteers. Prototyping of the visitor welcome experience, the interpretive tour contents and flow throughout the building, as well as signage inside and outside, has permitted healthy experimentation. It has also exposed gaps in staffing and potential security concerns inside the building. Staff offices in the basement are too far away from visitor activity in case of an emergency. Open hours have been inconsistent this spring because of limited numbers of both paid staff and volunteers available to adequately staff the building for tours.

Recommendations:

- Continue to seek new Docents and Greeters through an active volunteer recruitment effort. This involves continued intake, applications, interviews and training. New Docents and Greeters need to be integrated into the current volunteer corps regularly so there are sufficient numbers available to staff the tour program throughout the year.
- Continue the Greeter position. This is an excellent way for someone new to Arch Street Meeting House’s tour program to be introduced to the location and perhaps, over time, seek to develop their own tour.
- Continue the “Ask a Quaker” option at the end of the 15 minute introductory tour. This will permit selected Docents to offer more information about Quaker beliefs and to answer additional visitor questions in the monthly meeting room. It also will allow proper visitor flow for the 15 minute tour in the West Room.
- Continue to assess the effectiveness of the new SPICES tour. Are Docents comfortable with it? Are visitors engaged by it? Does the new interpretive theme and vision statement proposed in this report suggest a different way of doing the tour?
- At the training sessions this spring, Docents were provided with a sample tour script as well as bulleted list of key points to cover to permit them to develop their own tours. It appears that some/many Docents are uncomfortable memorizing and delivering a prepared script as it appears in the new Docent manual. Meet with the Docents to talk

about this and get their input, including their own experience but also how they see visitors responding.

- Consider additional training with a different approach. Try developing an outline for a tour and focusing on materials in the new Docent manual, especially the biographies of famous Quakers and the bibliography. Using the outline and these materials, Docents should be asked to develop and write up their tour to be vetted by staff. This strategy will encourage Docents to speak to their personal interests, do good history, and build a stronger visitor experience in the building.
- Docent training should include time for practice and rehearsal, preferably in small groups so that volunteers can learn from one another while also becoming familiar with what they want to say and how they say it. Consider developing and teaching more interpretive techniques and learning about current best practices in interpretation.
- Consider using props, such as laminated photos of famous Quakers (from the list developed for the prototyped banners) or a William Penn type hat. Take suggestions for other props from Docents and Greeters.
- Staff and interns should “model” their own high quality 15 minute tour for all Docents/Greeters and actively seek Docent feedback on interpretive means and methods. These tours should each be unique to model the diversity that could exist in the tour template, while staying within the given structure.
- Is there ever a need for “guide on demand,” where one Docent is stationed in each of the rooms to offer interpretation if and when approached by a visitor? If so, consider training Docents for this touring option.
- Offer regular evaluations of Docent tours through peer and outside reviewers.
- Consider a behavioral checklist that allows both reviewers and Docents to know what they are looking for in a quality tour. It includes not only covering content, but also behaviors such as asking questions of audience members and using the space as a stage.
- Consider how volunteers can provide feedback on their work to increase their satisfaction with being a Docent or Greeter at Arch Street Meeting House leading to their retention as guides.
- Seek Docent input into the tour program, and acknowledge their contributions at an annual recognition event.
- Basic historic site security requires that a paid staff member needs to be inside the building whenever it is open for visitors. It is not acceptable to expect maintenance staff to serve this function. Therefore, additional paid staff may be needed to permit Lynne and/or Amanda to attend meetings outside the building together or separately.
- We recommend that staff offices be relocated from the basement to the second floor to be closer to the center of visitor activity in the East and West Rooms.
- The building’s telephone system needs to be rethought to permit callers to dial extensions for each staff member and to be efficient in an emergency.
- Commit to being open regular hours as published in the Historic Philadelphia Gazette distributed throughout the Historic District. Visitors expect the site to be open as advertised. Expand the volunteer corps to permit the site to be open and to offer regular tours.

Mission/Vision review

Observation: The current Preservation Trust mission statement, while broad, may need to be revised to speak to the Board's priorities in the use of the building. The site is currently being used as a place of worship, as a rental space for meetings and events, and as a historic site open for the public. These three uses have very different missions and audiences, and can often come in conflict. As noted in the report above, there is a clear overtaxing of space and staff resources as the organization tries to accomplish all three fully. As a result, the experience of those who use the space has suffered.

Recommendations:

- The competing uses of the building highlights the balancing role the Preservation Trust must play between all stakeholders. Asking larger numbers of the public to visit this important historic building, while still using it as an active place of worship is hard work, especially as the Preservation Trust builds its tour program for the public.
- Competing uses of the space may make each user group unhappy. For example, members of the worship community who meets at Arch Street Meeting House may dislike continuing efforts at "museumification" of the building. Visitors may be unhappy when, with no warning, they are unable to see East Room or entire site due to rental conflicts. Finally, rental users may be unhappy when Amanda or Lynne are not present throughout their entire event.
- The agreement between the PYM and the Preservation Trust Board may need to be reviewed now that the tour program has been significantly changed and enhanced. The Preservation Trust Board should discuss with PYM the primary audience for building use: Only Quakers? The public? Facility renters? Based on these discussions, the interpretive program may need to be revised or adapted.
- Growth breeds change. Already the consultants believe that more paid staff are needed (see section below). The Preservation Trust Board and PYM need to actively monitor staffing needs (paid and volunteer) in the coming year.
- The Preservation Trust Board may want to consider how to manage the expectations of members and religious users of the building with the programmatic evolution of the property as a historic site open regular hours for visitors.

Staffing the tour program

Observations: The growth of the tour program in the last nine months has been significant. Over 6000 students visited Arch Street Meeting House this spring as part of the Historic Philadelphia school program. The new Story Telling Bench has brought Arch Street back into the traditional Historic District visitor tour route. New and old Docents and Greeters have been recruited and trained, but there are not enough of them to fully staff a robust and growing tour program. Paid staff are pulled from daily Docent supervision to manage the rental of the

facility. Consultants believe that the current professional staff cannot sustain the current open schedule.

Recommendations:

- The consultants believe that Amanda, the Programs Coordinator needs to spend all of her time managing the interpretation and volunteer programs. To do this, a part time person working 24 hours a week such as Wednesday, Friday and Saturday is needed to manage the rental business and help with tours if needed.
- Continue the current Docent tour schedule of four Docents (two Greeters and two Docents, each working a three hour shift).
- Ask a Quaker requires more Docents (two Greeters, two Docents, and one or more Ask a Quaker Docents per open day from 11am to 2pm).
- Consider restricting Ask a Quaker to be a weekend only offering, but only if volunteers are willing to work weekends.
- Consider continuing the use of paid interns to provide consistent staffing for the Docent and Greeter positions in light of inconsistent Docent sign ups.
- Consider training more volunteers to be both a Greeter and Docent to create more flexibility in staffing.
- There may not be enough Docents willing to work weekends and holidays. If this is the case, then Preservation Trust Board members will need to pitch in to help when needed.
- Relying solely on unpaid staff may not allow for consistent staffing for open hours.
- It is the experience of all of the consultants that all volunteer interpretive programs have floundered in recent years, as volunteer availability has fundamentally changed.
- The Preservation Trust Board should continually monitor Docent staffing, recruitment, and volunteer satisfaction to ensure that your unpaid staff is available when needed.

Rental of the facility

Observations: We understand that the Preservation Trust Board wishes to expand rentals of the facility as an income source for the Philadelphia Yearly Meeting. The consultants believe this activity often conflicts with the site being open for visitors on Saturdays and Sundays, the two heaviest visitation days. Rentals of the facility for weddings and other events imposes considerable wear and tear on the historic fabric of this highly important historic building. Expanding the rental effort, while a seductive source of revenue, is in direct conflict with the Preservation Trust Board's long term stewardship obligation to assure the maintenance and preservation of this site. There is real concern about the wear and tear on the building and the disruption of the building as a major tourism destination in the Historic District.

Recommendations:

- The Preservation Trust Board should create a small Task Force to:

- Research rental costs at other Quaker Meeting venues nearby, other competing rental venues in Old City, and at historic sites that use their buildings/grounds for rental uses.
 - Research how other historic sites and museums balance being open to the general public and facility rentals.
 - Determine the actual cost of rentals at ASMH by having all staff keeping careful records of time associated with rentals (taking calls, moving tables, trash removal, working with vendors, set up time etc.) over several months.
 - The Task Force should use this information to determine the appropriate number of rentals to minimize impact on the building, staff, and visitors while maintaining a revenue stream. The findings of the Task Force will probably result in creating new rental guidelines based on this information. The Task Force findings and recommendations should include the number and type of rentals that could occur both daily and weekly, to balance both preservation and revenue enhancement.
 - The Task Force should consider different models of staffing the building to meet these needs. The current model of two full-time maintenance staff members also running events might not be the best way to carry out the rental program.
- Philadelphia Yearly Meeting must decide how to better allocate staff time. Currently, Amanda manages the rental activities as well as the Docent/volunteer program. We are concerned about the new laws regarding overtime. Amanda is stretched too thin by working events on nights and weekends plus holding down a 9 to 5 job. Expecting staff to work such long hours is a recipe for burn out.
 - The consultants believe that managing the rental function should be delegated to a new part time (24 hour) staff member who will work Wednesday, Friday, and Saturday when most of the rentals occur. This person should manage all meetings with potential renters, scheduling the building, booking the venue, negotiating the contract, meeting with vendors, and being on site to host the event. This person could be a consultant or staff, but should be an integral team member that works with the other staff to assure the site meets the needs of the many users of this facility.

Preservation Trust Board Development

Observations: Based on our interactions with staff, the consultants understand that the Preservation Trust Board members as a group care deeply about ASMH but may have limited experience in the management of a non-profit historic site which is a National Historic Landmark.

Recommendations:

- It might be useful for the Preservation Trust Board to consider a retreat led by an outside facilitator to build strong camaraderie and learn about non-profit Board member expectations.
- The Preservation Trust Board may want to consider changes in its mission or vision statement as a result of the growth of the interpretive program this year.
- Due to the pace of change in the interpretive program's development, it may be necessary for the Preservation Trust Board to meet more frequently to monitor progress, hear from consultants, and build a strong working relationship among Board members.
- The Preservation Trust Board needs to be both a working, fund-raising AND governing Board, and to take on Docent duties in a pinch. Since there is still room for the Board to grow, consider this as new board members are chosen.
- As the interpretive program grows, the Preservation Trust Board may wish to add additional Board members with experience in managing historic sites and tour programs.

Further development of ASMH as a tourist venue

Observations: The current Strategic Plan of the Arch Street Meeting House Preservation Trust contains an aggressive schedule of consulting reports and projects to build the interpretive program. The order of the activities may not reflect the true needs of the organization after the completion of this Discovery Grant.

Recommendations:

- The consultants have already highlighted their concerns with staffing the interpretive program (above) and the conflict over the primary user(s) of this building. We believe that a Business Plan is needed immediately to study and assess how the current school programs, tour programs, and rental programs impact the wear and tear on the historic fabric, volunteer and paid staffing, and organizational budgeting. A Business Plan can be obtained from a *pro bono* source such as Wharton Graduate School Business class, or from Business Volunteers for the Arts, but scheduling a prompt outcome might be difficult. A paid consultant may provide a quicker turn around for a Business Plan.
- Elizabeth Tinker recommends creating a Master Plan which would include the following components: Business Plan/Operational Plan, Interpretive Plan, and Fundraising Plan. The Operational Plan can build on the Business Plan, determining the logistics of staffing, revenue, and space management as ASMH is currently being utilized. This will allow the organization to be in a healthier place before it begins the serious, expensive and taxing endeavor of an Interpretive Plan. The Interpretive Plan should be created with new operational needs clearly laid out. Without this, it is unlikely the Interpretive Plan will successfully be carried out. A clear Fundraising Plan should be created to both

to sustain existing operations and to support the new projects laid out in the Interpretive Plan.

- Consultants recommend that ASMH use students from Elizabeth Tinker's University of the Arts Evaluation class this fall to undertake more surveys about visitors to the historic district to augment and expand her audience research report from this spring.

Conclusion

The consultants have thoroughly enjoyed working with the staff and Docents/Greeters to experiment and prototype the interpretive program for the Arch Street Meeting House this year. All of us believe that Arch Street has a singularly important role to play in the interpretation of the Historic District.

We are excited about your growing relationship with Historic Philadelphia through its Once Upon A Nation's Story Telling Bench installed near the entrance, and the Story Strolls school program. The significant changes to the interpretive program this year have been a struggle, and this grant has permitted staff, consultants, Docents and Greeters to test and make changes based on direct visitor feedback.

The interpretive program at Arch Street is essentially in its infancy, and needs more time to develop. As such, we believe that staffing changes are needed now to enhance the visitor experience. Growth of your visitor program is exciting and exhausting, but worth every bit of time invested. We congratulate the Preservation Trust Board and staff on a great beginning and look forward to hearing about further developments to the interpretive program at Arch Street Meeting House in the years to come.