Engineering Fun

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2016 Annual Report



Partnerships make it possible.

2016 was another great year for The Works Museum. As I reflect on our accomplishments, such as serving more than 77,000 visitors, developing innovative new programs for students and educators, and creating a new interactive exhibit on pedestrian safety, I am struck by how important our partners are in everything we do.

From corporate and individual donors who share their time and talents to the academic and subject area experts who provide knowledge that informs our work, we would not be the museum we are today without the long and diverse list of people, groups, and teams that support us in many different ways. In this annual report you will see examples of how these partnerships impacted our work this past year, and it is my pleasure to share them with you.

I am also pleased to announce that in early 2017 we will introduce a new strategic plan that will guide our work over the next three years. This plan very intentionally and directly charges us to work more collaboratively with our existing partners and to cultivate new partnerships with our local community. With all of our partners, we will seek to support and amplify our work to fuel a greater understanding of engineering, and the role it plays in all our lives.

Thank you for being a partner. Your support makes our work possible, and I invite you to continue to invest in our mission to inspire the next generation of innovators, engineers, and creative problem solvers.

jel Measuls

Jill Measells CEO, The Works Museum



Our Work: School and Group Programs

We had an amazing year in our school and group programs, serving nearly 50,000 students through field trips and workshops both at the Museum and in the community, and professional development.

One exciting example is our pilot residency with Echo Park Elementary School. Fourth-graders spent four days at The Works Museum exploring electricity and motion with hands-on activities. Teachers observed the workshops, gaining new skills for their classrooms and learning how we apply the Engineering Design Process to develop deeper collaborative thinking, peer-to-peer problem solving, and other 21st Century skills. Overall, it was a success for all involved.

See more school and group program statistics below:

Pre K – 6th grade students **visited the Museum** on field trips and participated in one of our **16** state-standards aligned workshops.

SCHOOLS AND GROUPS **COME FROM ALL OVER** THE STATE:

33,003

41% **Hennepin County**

12% **Ramsey County**

33% **Rest of 7-countv** metro area

14% Greater Minnesota, Iowa, North Dakota, Wisconsin



students, teachers, and families enjoyed offsite programs in their communities.



6.604, or 18 OF OUR STUDENT VISITORS PAID **REDUCED RATES THROUGH OUR GATEWAY PROGRAM THAT PROVIDES ACCESS TO LOW-INCOME STUDENTS AND FAMILIES**



414 CAMPERS explored toy design ecture, robocoding, and more at our **4 UNIQUE CAMPS** during the summer and



190 TEACHERS PARTICIPATED IN OUR EACHER PROFESSIONAL DEVELOPMEN LEARNING TO INTEGRATE ENGINEERING INTO ELEMENTARY CLASSROOMS.

Our Work: Exhibits and Public Programs

2016 also saw new offerings for our public visitors, including a new exhibit in collaboration with the Roadway Safety Institute at the University of Minnesota.

The exhibit – Be Safe. Be Seen. – puts visitors in the driver's seat of a vehicle. Kids and grown-ups alike experience the difficulty of seeing in low light and then test a variety of reflective and retroreflective materials to see what makes pedestrians and bikers more visible. A real-world example of how engineers and scientists make our lives safer, this engaging new exhibit has already drawn positive feedback from our visitors.

See more public programs statistics below:





9 EXPLORE IT! DROP-IN SATURDAYS

featured partners like the Minnesota Center for Book Arts, Three Rivers Park District, and 3M Visiting Wizards.









\$25,000+

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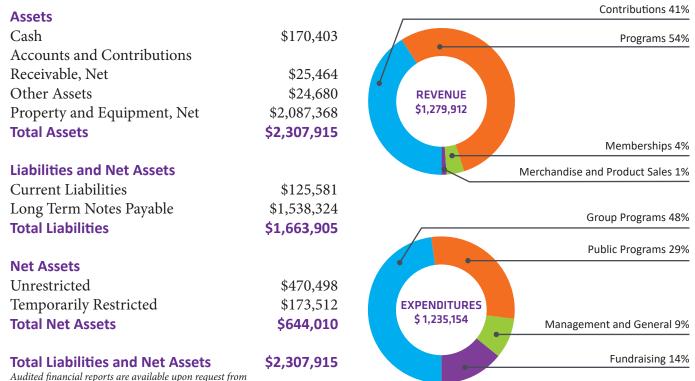
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Statement of Financial Position



Audited financial reports are available upon request from Brenda Raney at brenda@theworks.org.

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