A FUTURE FOR ONLINE MUSEUM PROGRAMS

Report on a survey of parent and caregiver attitudes and habits regarding children's digital media and museums

INTRODUCTION

During the COVID-19 pandemic, museums everywhere adapted as they were forced to close their doors to in-person visitors. A wide array of creative online programing emerged as museum staff strove to continue providing services. As the pandemic waned, so too did many of these programs. Many museums have questioned whether they should put valuable resources toward online content when they so clearly excel at creating hands-on, in-person experiences. Furthermore, parents and caregivers want to give their children breaks from screentime, and museum visits are one activity that meets that need.

Still, online programs have the advantage of being broadly accessible – most can be accessed anytime, from anywhere, so long as internet is available. Through online programs, children's museums can potentially expand their audiences to include more families who can't afford museum admission, those who don't live near enough to visit, or those who face other logistical barriers. Additionally, children across the US regularly engage with screens, apps, and online content. Why shouldn't children's museums be part of the digital media landscape for children, a trusted source that families can turn to?

Here we report findings from a survey of parents and caregivers that investigated their habits and attitudes toward online programs for children. What kinds of content do adults want or need for their child? What online content does their child already engage with? Do adults trust children's museums to produce quality content? These are a few of the questions we explore below.

This survey is part of a collaboration between the Association of Children's Museums, Rockman et al Cooperative, and Knology funded by the Institute of Museum and Library Services. Our project seeks to find the overlap between what museums can offer and what audiences want from online programs and investigate best practices in the world of digital museum content. We hope findings will help children's museums everywhere make strategic decisions about their own programs and how digital resources might improve and extend their impact in the world.

KEY FINDINGS

- The vast majority of our parents and caregiver respondents said their child engages with online media (99%), and furthermore that they pay for some of this content (86%).

- The most common kinds of digital programs children are engaging with include kid-focused streaming services such as Disney+ or Amazon Kids+ (76%), fun/educational games (68%), other video streaming services (e.g. Amazon Prime) (66%), and YouTube (65%).

- 73% of respondents reported moderate or high levels of interest in online programs from children's museums (but earlier survey results showed very low awareness of these museum programs).

- Many parents and caregivers (71%) are also interested in online programs from children's museums targeted at adults, to help them support their child's development.

- Participants indicated high levels of trust in online content from children's museums, regardless of demographic factors or their tendencies (or lack of tendency) to visit children's museums.

- They also rated the educational value of online museum programs higher than other popular sources of digital media for children – digital games, kid-focused streaming services, and PBS KIDS content.

- In open-ended responses, parents and caregivers asked for content that was interactive or gamified. They also expressed interest in programs that allow social interaction.

- Despite trusting children's museums to provide quality, educational content, participants were reluctant to pay for this content. Only 29% said they were moderately or very willing to pay.

- Large numbers of our sample were not frequent museum-goers, citing barriers such as transportation difficulties and cost. These individuals also indicated a high interest in online museum programs.

- Parents of children who are homeschooled or who attend school virtually tended to have a higher interest in online programs, as well as a higher willingness to pay for these programs.

- The child's age had little influence on parents' responses. Parents of young children were still interested in online programs for their child. They rated their educational value as slightly lower, but still high.

Squishy Soil
Nature and Environment: Outdoor activity

In this activity, learners will investigate the part of soil. Explore how clay, silt, and sand make up the dirt in your background. Activity includes step-by-step instructions and extension ideas. This activity uses easy to find materials.

Ice Melt
Thermal Energy

In this activity learners will explore intro information of thermal dynamics by experimenting with ice. Activity includes step-by-step instructions. Activity provides information what is happening to the ice.

Honeycomb Geometry
Nature and Environment, Model Building

In this activity, learners will build a honeycomb. Investigate how the shape of the honeycomb develops. Activity includes step-by-step instructions and extension ideas. This activity uses easy to find materials.

Star Stories
Stars and Planets

In this activity, learners will explore the stars that are visible from earth. Activity includes step-by-step instructions and extension ideas. All materials are easy to find within the home or is cost effective.

A sample of digital resources from Explora
https://www.explora.us/about/resources/

SURVEY DEVELOPMENT & METHODS

Prior Research
The survey implemented in this study is the result of several years of collaborative efforts between the Association of Children's Museums (ACM), Rockman et al Cooperative (REA), Knology, and children's museums across the United States. During the first year of the COVID-19 pandemic, REA worked with ACM to conduct a similar survey that explored parent and caregiver interests regarding online programs for their children and the possible roles that children's museums could play in offering digital content to this audience. Many experiences at this time, including school, had shifted to online or digital spaces, and adults and children alike were beginning to suffer from Zoom fatigue. With the help of thirteen children's museums, this survey was distributed to a range of audiences and collected over 1200 responses that helped the museum world understand what families were looking for in digital resources for their children, and how this varied by children's ages, schooling situation, and other important factors. Results from this survey were published in a brief titled, "What Do Parents Want Now?"[1] ACM and Knology also conducted a survey of museums and found that two-thirds of them intended to continue their virtual programs.[2] This survey is part of an ongoing collaboration between the two organizations to produce Trends Reports exploring the relationships between audiences and children's museums throughout the pandemic, including five issues in Volume 5 focused on digital programming during the pandemic.[3]

MVP YEAR 2 MUSEUM COHORT

The following museums consulted on the design of the 2024 Audience Survey and helped distribute it to parents and caregivers.

Bay Area Discovery Museum
Boston Children's Museum
Children's Museum of Atlanta
Children's Museum at Holyoke
DoSeum
Fairbanks Children's Museum
Indianapolis Children's Museum
Louisiana Children's Museum

The MVP Project
ACM, REA, and Knology secured funding in 2022 from the Institute of Museum and Library Services (IMLS) to deepen this research through a multi-year study of how the digital landscape has shifted in the years since the pandemic began. The Museum Virtual Programming Project (MVP) seeks to explore parent, caregiver, and educator attitudes in a post-pandemic climate, as well as the museum resources, capacity, and goals necessary to provide digital programming for young children, and to find where these two may align. In 2023, the MVP Project launched a pilot survey for parents and caregivers with the help of a cohort of ten advising children's museums. These museums were selected for their interest in digital programs, as well as for their diversity in size, geography, and types of populations served. The MVP Audience Pilot Survey[4] gathered approximately 480 responses and revealed important information for museums to consider – for example, that parents' interest in online museum programs is high, but awareness is quite low.

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[1] https://rockman.com/docs/downloads/2021-REA-Childrens-Museum-Survey-Report-Feb-2021.pdf
[2] https://datahub.childrensmuseums.org/site/assets/uploads/2023/01/ACM-Trends-5.1_The-Expanding-Role-of-Virtual-Programming-in-Childrens-Museums.pdf
[3] https://datahub.childrensmuseums.org/trends/
[4] https://rockman.com/docs/downloads/MVP-Y1-Audience-Survey-Report.pdf

The Updated Audience Survey

After consulting with a new cohort of museum advisors, a revised version of the survey was launched in November 2023. This time, the updated survey was distributed through museum channels as well as a panel service. While the r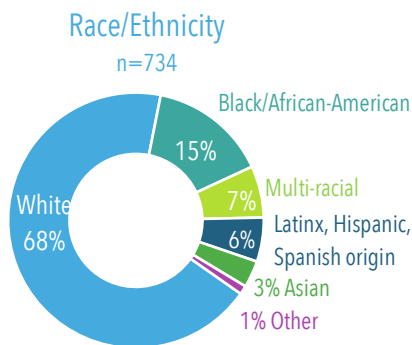espondents to the pilot survey were mostly museum members and frequent visitors, the updated survey reflects a broader audience, including many individuals who do not frequent museums. This diversified sample is important for judging whether digital programs have the potential to expand the reach of children's museums. The new survey collected responses through March of 2024. The final sample consisted of 948 individuals, 87% of whom were panel respondents, and 13% recruited through the networks of the partnering museums.

SURVEY RESPONDENT PROFILE

**948 parents and caregivers completed the survey.**

Racial Diversity

Participants were more racially diverse than the average frequent museum visitor. A 2024 study by Wilkening Consulting and the American Alliance of Museums found that 84% of frequent visitors were white.[4]

Race/Ethnicity
n=734

- White 68%
- Black/African-American 15%
- Multi-racial 7%
- Latinx, Hispanic, Spanish origin 6%
- 3% Asian
- 1% Other

[4] Wilkening Consulting. (2024). *Museum Visitation: Frequency V. Incidence Gaps.* https://wilkeningconsulting.com/museum-visitation-frequency-vs-incidence-gaps/

Language
n=931
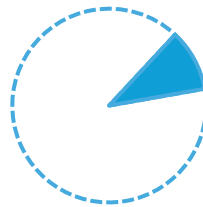
10% of respondents speak a language other than English at home.

Gender
n=734

- Male, 37%
- Female, 63%
- Non-binary, 1%

Age
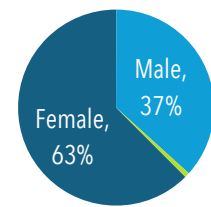
	Survey-Taker (n=737)		Child* (n=946)
18-24	1%	-2	11%
25-34	30%	-5	21%
35-44	47%	-8	21%
45-54	19%	11	24%
55-64	3%	15	19%
65-74	1%	17	4%

* Participants were asked to think about one child in their household while they completed the survey.

Schooling Format

12% homeschooled, **12%** attend remotely/online

(For the remaining 76%, neither of these apply.)

CHILDREN'S USE OF DIGITAL MEDIA

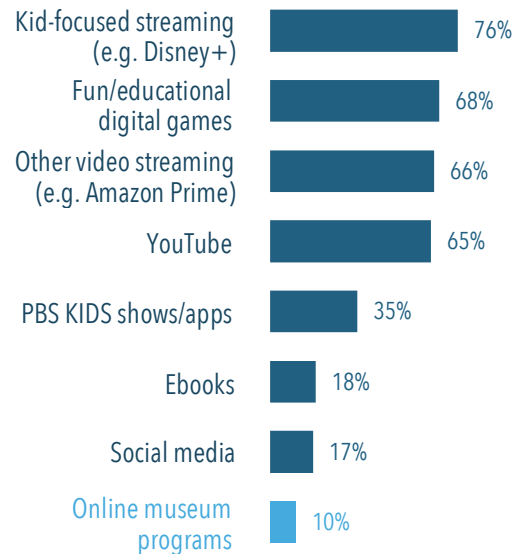**Children's engagement with digital/online content is ubiquitous.**

99% of our survey respondents said their child engages with digital/online content.

86% said they pay for one or more services.

Almost all children are engaging with some kind of digital media these days. We found that kid-focused streaming services (such as Disney+ or YouTube Kids) was the most common source reported by parents and caregivers (76%). More than 60% of respondents also said their child engages with digital games, other digital streaming services (not specifically for children), and YouTube. Use of digital museum generated content, however, is quite low. Only 10% of our respondents said their child engages with online museum programs. The low engagement with online museum programs is not apparently due to a lack of interest, as 73% of our respondents said they were "moderately" or "very" interested in online/digital programs produced by children's museums. The problem seems to be at least partially due to a lack of awareness. Even museum members (current and past) don't know what online content is available from museums. Only 25% of this audience said they were aware of online programs offered by their children's museum.

Top Categories of Digital/Online Content Parents Say their Child Engages With
(n=948)

Category	Percent
Kid-focused streaming (e.g. Disney+)	76%
Fun/educational digital games	68%
Other video streaming (e.g. Amazon Prime)	66%
YouTube	65%
PBS KIDS shows/apps	35%
Ebooks	18%
Social media	17%
Online museum programs	10%

Are you aware of virtual programs offered by your local children's museum?
(Current/past museum members, n=153, pilot survey data)

Yes 25%
No 75%
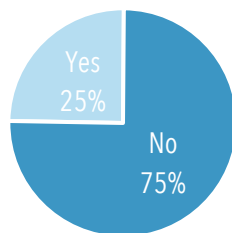
Top Services Parents Pay For
(n=930)

Service	Percent
Other video streaming (e.g. Amazon Prime)	56%
Kid-focused streaming	52%
Digital games	32%

GAUGING INTEREST IN ONLINE MUSEUM CONTENT

Are you interested in digital/online content produced by children's museums?
(n=948)

No 5%
VERY 33%
Slightly 22%
Moderately 40%

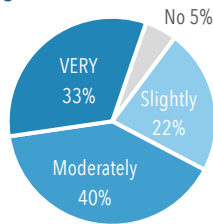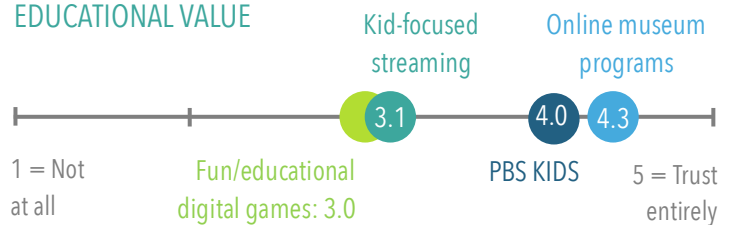Our survey results show that there is a large potential market for digital museum programs for children. As noted above, a strong majority (73%) of our respondents said they were either "very" or "moderately" interested in online content produced by children's museums. This is compared to just 51% who indicated this same level of interest during the pandemic, in 2020-21. Furthermore, respondents indicated a **high level of trust** in the quality of content from online museum programs and a **high estimation of its educational value** in relation to some of the most commonly used other sources of digital media for children – digital games, kid-focused streaming services, and PBS KIDS content.

To better understand the types of programming parents and caregivers might want from children's museums, we asked about **resource format** as well as the different **subject areas** or topics they were interested in. Survey respondents' interest in on-demand programming, which has become the norm in digital spaces, was higher than their interest in live or scheduled events, indicating that convenience is a main consideration.

TRUST QUALITY OF CONTENT

Online museum programs

1 = Not at all
2.8 Fun/educational digital games
3.3 Kid-focused streaming
4.2 PBS KIDS: 4.1
5 = Trust entirely

EDUCATIONAL VALUE

Kid-focused streaming
Online museum programs

1 = Not at all
3.1 Fun/educational digital games: 3.0
4.0 PBS KIDS
4.3
5 = Trust entirely
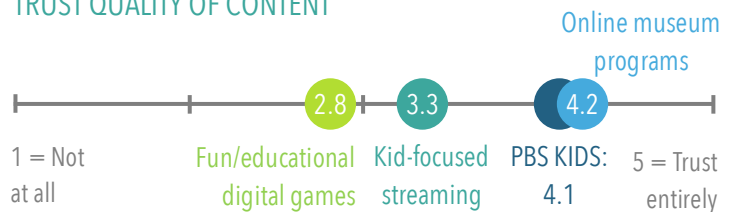
Interest in Different **Digital Resource Formats**

(n=939-946)

Format	Score
Activities where children follow along at home (e.g. do a project or dance)	3.0
On-demand/pre-recorded programs	3.0
Downloadable instructions to do an activity at home	2.8
Group activities with other children	2.8
Live/scheduled events where a child can ask the presenter questions	2.4

1.0 not interested   2.0 slightly   3.0 moderately   4.0 very interested
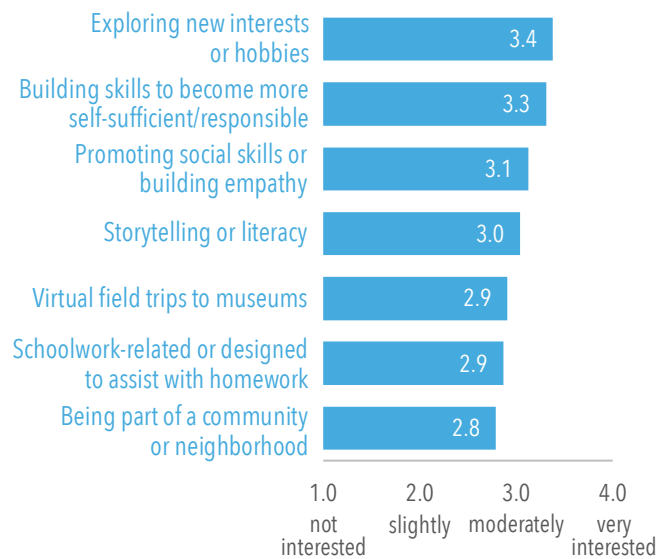
6
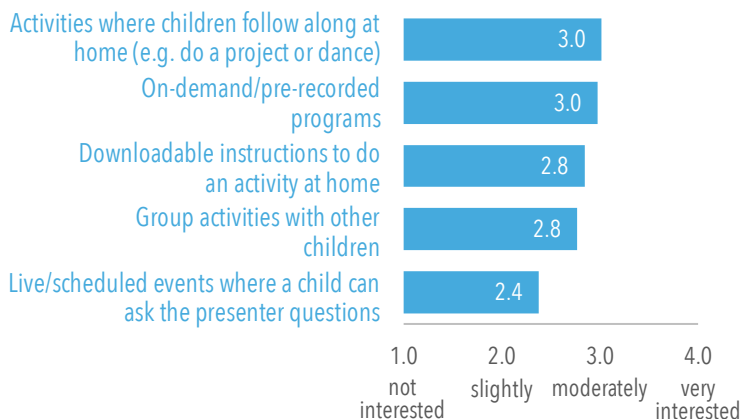
In terms of program content, **resources that expose children to new interests and hobbies** were rated most highly by our respondents. Interest in these kinds of resources was substantially higher than interest in resources that might supplement what children are already doing in school. This same finding was supported by our earlier survey of parents and caregivers during the height of the pandemic, suggesting that even in times of e-learning, adults are interested in content for their children that pushes beyond (and does not replicate) what they are already doing at school. Even so, interest in school-related content still scored almost a 3 (moderately interested) on our 4-point scale. Survey respondents also indicate high interest in digital resources related to self-sufficiency, social skills, and empathy.

Roughly three-quarters of our respondents also indicated at least a slight willingness to pay for access to a platform that would compile resources from children's museums across the country. Knowing that parents and caregivers are accustomed to paying for certain online content makes the feasibility of such a platform an intriguing area for future research. A site or app that allows access to content from multiple children's museums could be very attractive to parents and caregivers seeking quality online media for their children.

Interest in Different **Digital Resource Topics**

(n=939-946)

Would you be **willing to pay** for access to a platform that compiles digital/online programs from children's museums across the country?

(n=948)
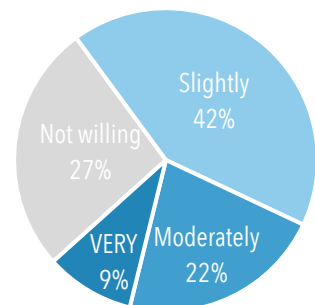
OPEN-ENDED FEEDBACK & IDEAS

Survey respondents were also asked to elaborate in an open-ended question on the kinds of content and features that would make digital programming on such a platform appealing for them and their child. The primary areas of interest described by respondents included:

What kinds of content or features would you like to see from a platform that compiles digital/online programs from children's museums across the country?

Any game that would involve the children having to think in that moment and respond/answer. Any content that would include some movement from the younger kids and more interactivity.

The social interaction with other peers is the most valuable to me. I think this would provide the most valuable experience. It would also help them get a break from screen time.

I'm interested in things that foster creativity and build interest. I love encouraging my kids to learn about different perspectives and cultures.

Science projects that are detailed with lots of information, it would be great if kids could ask questions to the presenter as well. STEM related projects that really push children to learn and think about the world around them in different ways.

Games would be fun for him too. Maybe a game that would find clues about certain exhibits or like a scavenger hunt.

- **Gaming and interactivity** – Almost half our respondents were interested "gamified" learning or learning with rewards or incentives. They want digital resources that are both fun and challenging. Some noted how games enhanced creativity and promoted social interaction and collaboration with both other children and with parents. Others remarked about how motivated their children are when playing digital games.

- **Social interaction** – Respondents were very interested in digital programs that could help enhance their child's socialization skills. They advocated for programs and platforms that allowed safe interaction with peers in a monitored environment.

- **Educational content** – Respondents were interested in resources that focused on math, history, reading, and especially science and art, as well as connecting skills across different areas such as cooking or coding. They stressed interactivity as well as immersive learning. Some respondents suggested follow-along projects that would challenge their children and could be replicated at home. Respondents frequently used the words "project" or "project-based" to describe the activities they'd like to see their children doing.

- **Broadening horizons** – Many respondents were interested in digital content highlighting different global cultures and historical perspectives.

- **Production value** – Respondents preferred digital programming that incorporated high quality graphics and visuals. They noted that digital programs with interesting hosts, characters, diverse story lines, and creative animations helped to hold their child's attention. Many respondents commented on the power of storytelling as an effective way to communicate content and ideas to young children.

- **Replicating the museum experience** – Many respondents commented on how much they enjoyed taking their children to a museum, and how they would appreciate opportunities to replicate that experience through digital formats – for example, through immersive or virtual programming tied to museum exhibits and activities.

- **Parental/caregiver involvement** – Not surprisingly, many respondents are drawn to digital programming that provides opportunities for interaction and communication with their child during a particular activity or lesson. Respondents noted that as parents or caregivers, they play a key role in enriching children's digital activities through consistent interactions.

DIGITAL CONTENT FOR ADULTS

Children's museums and their digital programs are not just targeted to children. Many of these museums also have a long history of supporting adults - providing information on children's development and ideas for engaging in learning and play with children (for example, the video by the Boston Children's Museum at right). The results of this survey showed that parents and caregivers are interested in this kind of content as well, with 71% rating their interest as "moderate" or "very interested."
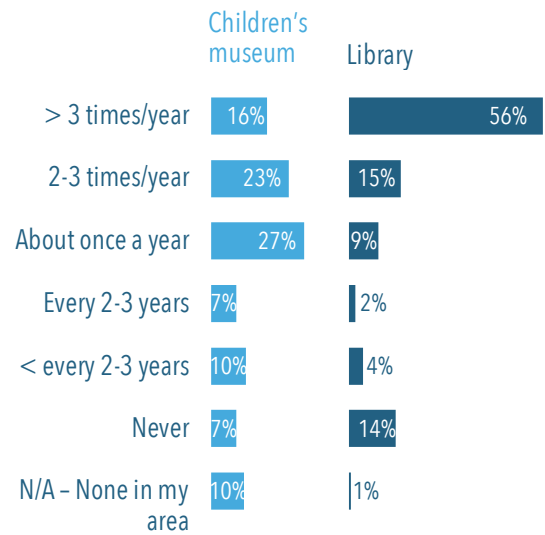

Supporting Your Child's Play!
Boston Children's Museum

BCM's YouTube channel has over 17,000 subscribers.

Are you interested in **content for adults** to learn about and support their child's development? (n=948)

- No 7%
- VERY 33%
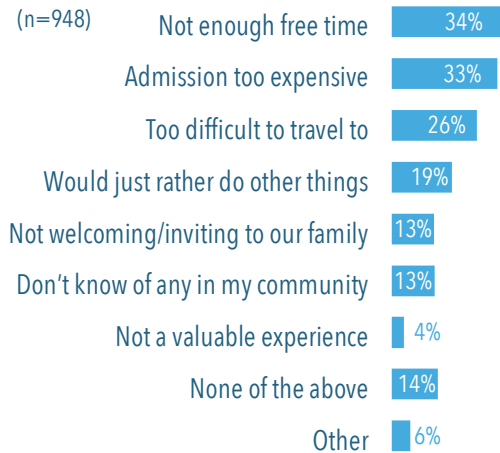- Slightly 22%
- Moderately 38%
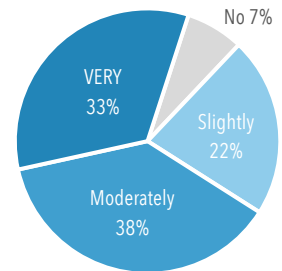
PROGRAM INTEREST AMONG INFREQUENT MUSEUM VISITORS

Online programming may be one way for children's museums to extend their reach to new audiences – those who don't typically visit in person. To explore attitudes among this group and gauge whether they are a potential target group for online programs, we asked our survey participants about their museum-going habits, as well as how often they visit their local library. We asked about library visitation because – like children's museums – it is an outing that has the potential to be both educational and fun for families. The barriers to visiting a library, however, are fewer in number. Public libraries are more prevalent than children's museums, and their services are free. About a third of our respondents (over 300 individuals) said they visit their local children's museum less than every 2-3 years. Unsurprisingly, survey participants visit their local libraries more frequently. Over half our respondents said they visit their library more than three times a year.

How often do you and your family visit your local... (n=940)

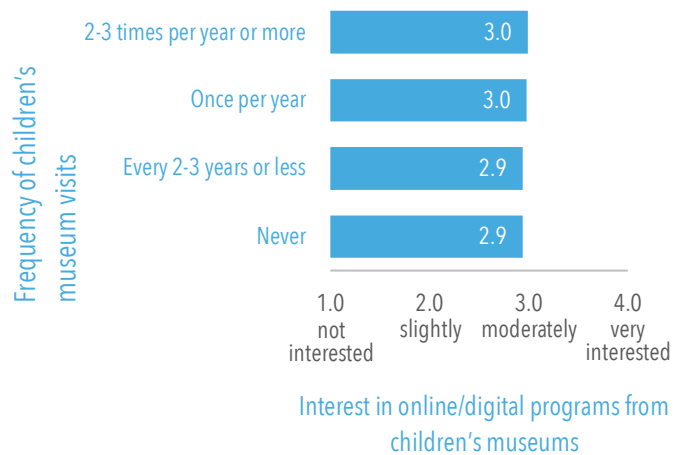|	Children's museum	Library
> 3 times/year	16%	56%
2-3 times/year	23%	15%
About once a year	27%	9%
Every 2-3 years	7%	2%
< every 2-3 years	10%	4%
Never	7%	14%
N/A – None in my area	10%	1%

Do any of the following keep you from visiting children's museums on a regular basis?

(n=948)

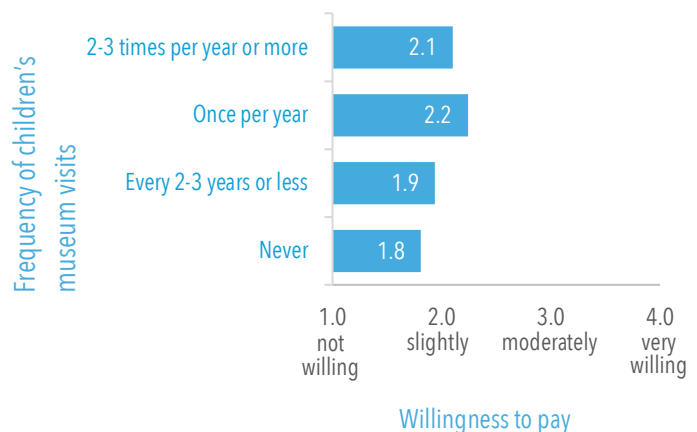|	
Not enough free time	34%
Admission too expensive	33%
Too difficult to travel to	26%
Would just rather do other things	19%
Not welcoming/inviting to our family	13%
Don't know of any in my community	13%
Not a valuable experience	4%
None of the above	14%
Other	6%

Responses show that sufficiently large numbers of our survey respondents find it challenging to visit their museum in-person, even though they see it as a worthwhile experience. Furthermore, those who find in-person visits difficult have a similar level of interest in digital/online content from children's museums as those who *do* visit their local children's museum frequently. With a few small differences, their survey responses were quite similar to those who visit children's museums more frequently. First, those who said they never visit children's museums rated the educational value of online museum program content slightly lower than other respondents, but still gave the educational value an average rating of 4 on a 5-point scale. (Those who visit more frequently gave ratings between 4.3-4.4). Those who visit museums less frequently also indicated a lower willingness to pay for online content from children's museums, which indicates affordability is an important consideration for expanding online resources to new audiences. Overall, however, survey responses suggest that online programs could expand the reach of children's museums by helping to overcome the barriers that our respondents identified.

We also asked participants barriers they face in visiting children's museum on a regular basis. We found that our survey respondents face a number of hurdles, but most of these are logistical or related to cost rather than due to low interest in children's museums as an activity for their family. The most common barrier selected was "not enough free time" (34%), and almost an equal number of respondents said that admission was too expensive. Many participants also said it was difficult to get to their local children's museum, or that they didn't know of any children's museums in their area. Only 19% said they'd just rather do other things with their free time, and even fewer said they don't feel welcome at their local children's museum.

Respondents had similar levels of interest in online museum programs, regardless of how often they visit in-person.

Frequency of children's museum visits	
2-3 times per year or more	3.0
Once per year	3.0
Every 2-3 years or less	2.9
Never	2.9

1.0 not interested 2.0 slightly 3.0 moderately 4.0 very interested

Interest in online/digital programs from children's museums

Those who visit children's museums less often were also less willing to pay for online content.

Frequency of children's museum visits	
2-3 times per year or more	2.1
Once per year	2.2
Every 2-3 years or less	1.9
Never	1.8

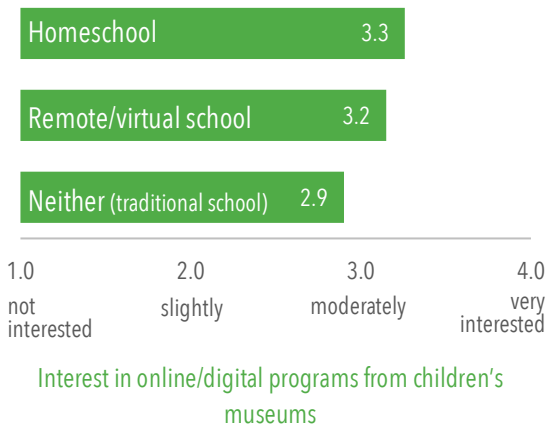1.0 not willing 2.0 slightly 3.0 moderately 4.0 very willing

Willingness to pay

THE INFLUENCE OF SCHOOLING TYPE

Another important potential audience for online museum resources and programs are parents and caregivers whose children don't attend traditional schools in-person – for example, those who are homeschooled or who attend school virtually. The COVID-19 pandemic resulted in many children learning from home, but children's museums have been an important resource for families that homeschool for decades, providing educational resources and experiences that help enrich curricula. Online resources and programs are another way to serve this audience, which constitute almost 6% (3.4 million children) of the overall school-age population in the United States according to a 2022 survey by the US Census Bureau.[5]
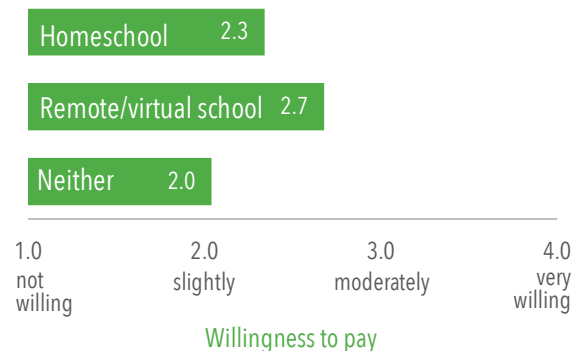
Over 150 of our survey respondents noted that their child is homeschooled or attends school remotely or virtually. These individuals indicated a higher interest in online programs from children's museums than those whose children are neither homeschooled nor attend school remotely. These respondents also had higher interest in almost all of the specific types of programs and program formats we asked about, including live/scheduled online events, group activities with other children, downloadable instructions for activities to do at home, and so on. Finally, those individuals whose children are homeschool or whose children attend school remotely/virtually indicated a higher willingness to pay for these online programs, approaching or passing the midpoint of our scale.

Those whose children are **homeschooled** or who attend **school remotely or virtually** have slightly higher interest in online programs from children's museums.

Homeschool	3.3
Remote/virtual school	3.2
Neither (traditional school)	2.9

1.0 not interested 2.0 slightly 3.0 moderately 4.0 very interested

Interest in online/digital programs from children's museums

They also show **higher willingness to pay** for these programs.

Homeschool	2.3
Remote/virtual school	2.7
Neither	2.0

1.0 not willing 2.0 slightly 3.0 moderately 4.0 very willing
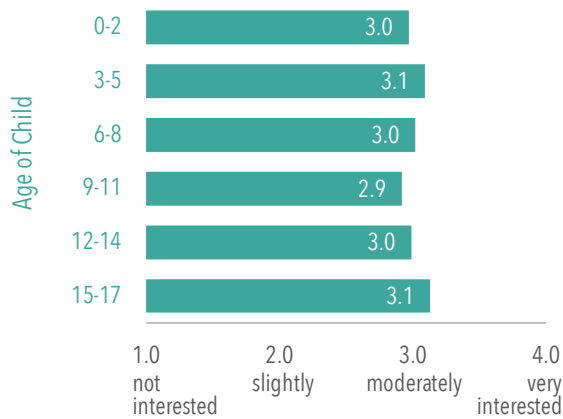
Willingness to pay

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[5] Smith, G., Watson, R. (2024, May). *Household Pulse Survey*. Johns Hopkins School of Education Institute for Education Policy. https://education.jhu.edu/edpolicy/policy-research-initiatives/homeschool-hub/household-pulse-survey/
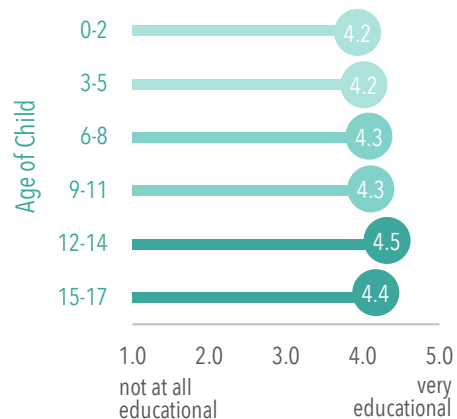
THE INFLUENCE OF CHILDREN'S AGES

When considering the feasibility of offering online programs for children and the potential market, conversations often turn to the child's age and whether or not the parents of very young children will have an interest in these kinds of resources. Many parents are trying to more carefully guard the amount of screen time that younger children receive. Creating digital programs for young children also brings different sets of challenges to ensure content and delivery is developmentally appropriate. Nevertheless, our pilot survey in 2023 showed that the child's age didn't have a significant effect on parents' overall interest in online programs from children's museums. This finding was reinforced in the updated survey. Parents of children as young as 0-2 years of age rated their interest in online programs similarly to parents of older children. They also rated the educational value of these programs quite high, although parents of older children rated the educational value slightly higher.

Parents of younger children are just as interested in online programs from children's museums as parents of older children.

Age of Child

Age	Value
0-2	3.0
3-5	3.1
6-8	3.0
9-11	2.9
12-14	3.0
15-17	3.1

1.0 not interested   2.0 slightly   3.0 moderately   4.0 very interested

Parent's **interest** in online/digital programs from children's museums

They rated the educational value of these programs lower than parents of older children, **but still high overall.**

Age of Child

Age	Value
0-2	4.2
3-5	4.2
6-8	4.3
9-11	4.3
12-14	4.5
15-17	4.4

1.0 not at all educational   2.0   3.0   4.0   5.0 very educational

Parent's rating of **educational value** of online museum programs

While they are still interested in online programs, these respondents (those with children ages 0-5 years) did rate the educational value of these just slightly lower than those with older children. Interest in particular kinds of content and program formats also showed a few differences by child's age. Parents of younger children indicated slightly greater interest in storytelling and literacy programs than other parents. Parents of older children were slightly more interested in live/scheduled events where a child can ask the presenter questions.

LOOKING FORWARD →
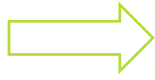
It is clear that digital media is now a normal and pervasive part of almost everyone's lives, increasingly so for young children. Compared to results from our initial parent/caregiver survey administered during the height of the pandemic, findings from this most recent survey indicate that parents/caregivers are much more willing to have their children engage with digital media, despite their concerns about screen time. The digital programming ecosystem for young children is expanding at a frenetic pace. Parents and caregivers have an increasingly wide variety of programs for their young children to choose from across an interconnected network of digital platforms. Furthermore, most families are already paying for some of the content they access. The educational value of children's media can vary widely, but our findings indicate that parents and caregivers trust children's museums to deliver quality content.

Parents and caregivers play a critical role in helping their young children navigate this growing world of digital media, due to their knowledge of their child and willingness to apply their parenting strategies to new contexts. As findings from this survey have borne out, it is important to note that well-designed digital features may support that process, transforming negative beliefs about digital programming to more wide-reaching acceptance of digital media-enabled learning and interactions as another valuable context for family engagement.

While respondents to this survey indicated interest in digital content from children's museums, our prior study showed very few were aware of digital programs offered by their children's museums. Parents and caregivers are anxious to see how these institutions can develop digital programming and resources that incorporate the experiential learning and engagement methods that are integral to the onsite museum experience. Parents and caregivers are looking for digital programming content and resources that are fun, interactive, and challenging for their children. They are also interested in programs that can help their children connect and learn with other children as well as with adults in a safe, non-threatening environment.

While many children's museums have been hesitant to invest time or resources in online programs, doing so provides the opportunity to expand their footprint. Through online content, museums can have an impact beyond the physical museum setting with families of children in diverse in-person, homeschool, and online education settings. While a digital program cannot fully replicate the experience of an in-person visit to a children's museum, it offers a valuable alternative for both frequent and infrequent visitors, including those who face logistical barriers to visiting or who don't have access to a children's museum at all.

To make the most of this moment, children's museums must raise awareness of their existing digital programming and resources, while proactively continuing to explore methods for becoming part of the digital ecosystem for young children and their families. Forming local children's museums consortia, partnering with local libraries, collaborating with schools, and partnering with local public media affiliates or other trusted entities that are producing digital programs are some possible ways that children's museums can enter and expand this growing digital media landscape. Through innovation, strategic planning and creative partnerships, children's museums have the potential to become important contributors to children's online experiences. We look forward to following this trend. Look for our next report from a survey of educators' needs and interests regarding online content from children's museums this spring.