Museums for America

Sample Application MA-10-14-0257-14
Project Category: Learning Experiences
Funding Level: $25,001-$150,000

Pennsylvania Academy of the Fine Arts

Amount awarded by IMLS: $150,000
Amount of cost share: $304,650

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion
Abstract

The Pennsylvania Academy of the Fine Arts (PAFA) requests a three-year $150,000 grant to support its new School and Community Partnership program. The new program will unite PAFA’s resources for schools, families and community outreach into a single initiative that can have the greatest possible, and most sustained, impact when available as a year-round initiative in a single neighborhood. PAFA has begun working with two Hispanic neighborhoods in Philadelphia (Kensington and South Philadelphia) that have been consistently underserved by both cultural and educational institutions and where there is significant existing interest in exploring the role of art in education, family life and community development, and plans to partner with them to bring this new multi-layered initiative to both neighborhoods. PAFA’s principal partners for Year 1— Isaac A. Sheppard Elementary School (a Philadelphia public school), the Free Library of Philadelphia (the city’s public library system), and the City’s Department of Parks and Recreation — have agreed to join PAFA in this project.

Currently in its pilot stage, this new initiative at PAFA directly addresses PAFA’s Strategic Plan goal to “integrate and enhance our community offerings, building upon our combined strengths of making, understanding and appreciating art, to strengthen PAFA’s role as a leading art education resource in Philadelphia.” PAFA’s Strategic Plan also acknowledges the actionable need to “create and sustain programs that support lifelong learning opportunities for segment specific audiences,” acknowledging the diversity of audiences in Philadelphia and the unique challenges and opportunities of working with new ones.

Project activities include field trips, art-making programs, teacher and parenting workshops, and community-based arts experiences taking place year-round and for all members of the community, in schools, community locations, and here at PAFA, to nurture a shared value in creativity, community identity and arts-based education. These programs will be carried out by PAFA’s skilled staff of museum educators augmented at times by members of PAFA’s community of practicing artists (School of Fine Arts faculty and alumni).

In identifying a community with the greatest need for its resources, PAFA researched various underserved constituencies in Philadelphia, particularly those affected by the increasing cuts to arts education and school closings in the School District of Philadelphia, and invited leaders in those communities to participate in Outreach Committees at the museum to provide direct feedback about how the museum and its programs and exhibitions could play a central role in their neighborhoods. PAFA was also aware that cutbacks to art education in public schools disproportionately affect Hispanics, African Americans, and teens with disabilities. This project offers the museum an important opportunity to reach Philadelphia’s growing Latino population in a meaningful way, and PAFA has conducted initial surveying that points to strong interest in and need for the visual arts involvement that PAFA can provide.

The success of the program will be assessed by a professional evaluation consultant on an ongoing basis, focusing specifically on whether the four program goals are being met over the three-year period. Museum staff is particularly interested in the longitudinal effects of the new partnership on Hispanic audiences in Philadelphia. The goals of the Museum Education team can be summarized as follows:

- Improve student visual literacy and 21st century skills through arts education
- Increase interest in looking, discussing and creating art to enhance learning in other disciplines
- Increase parental and teacher comfort in discussing and investigating art concepts both at school and at home
- Increase community interest and participation in PAFA’s activities and attendance at its museum.
1. Project Justification

PAFA’s School and Community Partnership program will bring together the museum’s existing programs for school children and families into a single new initiative that provides robust, sustained arts experiences for individuals in two underserved neighborhoods in Philadelphia. Beginning as a pilot initiative in the current 2013-14 school year and expanding slowly and sustainably over the subsequent three years (the IMLS grant period), PAFA will target individual neighborhoods in Philadelphia with a series of field trips, art-making programs, teacher and parenting workshops, and community-based arts experiences that take place year-round and for all members of the community, with the aim of nurturing a shared value in creativity, community identity and arts-based education. As the program expands, the museum will continue to work with the original communities, and by the end of the grant period will have spent up to four years in some neighborhoods.

Stemming from PAFA’s recently adopted Strategic Plan, this project specifically addresses the goal to “integrate and enhance our community offerings, building upon our combined strengths of making, understanding and appreciating art, to strengthen PAFA’s role as a leading art education resource in Philadelphia.” PAFA’s Strategic Plan also acknowledges the actionable need to “create and sustain programs that support lifelong learning opportunities for segment specific audiences,” acknowledging the diversity of audiences in Philadelphia and their unique challenges and opportunities. For the first three years of this new, multilayered initiative, PAFA will focus on the Hispanic population of Philadelphia, beginning in a neighborhood composed largely of immigrants from the island nations, especially Puerto Rico, and expanding to include a primarily Mexican neighborhood in South Philadelphia. While these communities have different cultural norms for staff to adapt to, they also share important commonalities that will make the new resources being developed by staff reach further, especially the need for investment in bilingual materials and staff.

In identifying a community with the greatest need for PAFA’s resources, Museum Education staff conscientiously researched various underserved constituencies in Philadelphia, particularly those affected by the increasing cuts to arts education and school closings in the School District of Philadelphia, and invited leaders in those communities to participate in Outreach Committees at the museum to provide direct feedback about how the museum and its programs and exhibitions could play a central role in their neighborhoods. Galvanized by a 2008 NEA report which found that Hispanic, African American, and teens with disabilities are disproportionately affected by the cutbacks to art education in public schools, including the shocking statistic that only 49.5% of all urban teenagers under 18 reported receiving any arts education in childhood, staff were thrilled to receive enthusiastic interest from members of the North Kensington community, a primarily Puerto Rican neighborhood. This partnership is being piloted in the 2013-14 school year, and will greatly inform adjustments and improvements to the final plan rolled out in Year 1 of this grant.

Another important reasoning for selecting this audience is the museum’s recognition of the changing demographics of its local and national audiences. In 2012 the Hispanic/Latino population of Philadelphia was 13% of the general population. From 2000 to 2010, the Hispanic/Latino population in Philadelphia grew by 46%, and in 2012 Spanish-speakers were the 2nd largest language group in the U.S. Approximately 38 million people in the U.S. speak Spanish as their primary language (double what it was in 1990), and approximately half of those individuals are bilingual. However, only 2.5% of PAFA’s general audience currently self-identifies as Hispanic/Latino, and this project offers the museum an important opportunity to articulate the relevance of its exhibitions and programs to this audience.

Early data gathering from families in North Kensington showed staff that they were extremely interested in learning how to incorporate art in the life of their children, both at home and at school. Over 100 families from Isaac A. Sheppard Elementary School answered questions about their attitude toward the value of art and their comfort in facilitating arts experiences with their children, and the data convinced staff that this community was ready and enthusiastic to try out a partnership. Some of the highlights of their responses:

- 60% of families believe it is always important to teach young people about art
- 60% of families believe art is a useful tool to teach other disciplines
- 78% of families report their child being creative and making art outside of school
And yet 68% of families reported “never” or “rarely” visiting art museums, unanimously citing economic or transportation barriers as the reason. 67% of families also reported almost never participating in creative projects with their children outside of school time. This data informed much of the planning process for the program, including an increased sensitivity to the need to help parents learn how to talk about art, to provide resources that eliminated economic barriers for participation, and to provide specific tools for both parents and teachers to help incorporate art into other aspects of life and learning. (Full Survey instrument, methodology, and results are appended to this application as Supporting Document No. 2.)

After much planning and researching, the goals of the School and Community Partnership are defined as follows:

- To provide a sustained, community-based infrastructure for improving student visual literacy and 21st century skills through a multi-faceted programming approach to arts education
- To increase the investment in Hispanic community members in the importance of visual arts for people of all ages, but especially young people, and to increase interest in looking, discussing and creating art to enhance learning in other disciplines
- To provide the intellectual scaffolding for parents and teachers to become comfortable discussing and investigating art concepts both at school and at home.
- To gauge whether sustained outreach in a single community, combined with the elimination of barriers such as admission costs and transportation costs, can effectively change community attitudes about the relevance of an art museum in the daily lives and education of an already culturally rich neighborhood.

Museum staff will rigorously evaluate this initiative in Philadelphia both for feedback about the effectiveness of its programs in imparting skills and knowledge through arts-based education, but also to assess whether a multifaceted, sustained engagement in a single community will have a positive correlation on the attitudes of that community toward the relevance of museums and arts-based education to their everyday lives. By focusing on community impact rather than student achievement, the partnership will demonstrate and support the importance of art in schools, communities and libraries, but not act as a replacement for proper arts education in public school curricula. The partnership will also help PAFA learn about and invest in the Hispanic communities of its hometown, a largely underserved audience by museums, in anticipation of an important 2017 exhibition called Making History, which will celebrate the heritage of artists from across the Americas in PAFA’s galleries.

2. Project Work Plan

To effectively meet the needs of students, their families, and their community, PAFA plans to embark on a “Learning Experiences” initiative that will build and sustain an in-depth relationship with schools identified in targeted communities in Kensington and South Philadelphia, drawing upon ongoing successes in School and Family Programs. The strength of this new initiative is to bring all the components of the museum’s programs for youth, families and teacher services into one community, creating a deep and sustained relationship with all participants over multiple years. In each of the three years of the grant, PAFA will facilitate ALL of the following program elements in the identified neighborhoods, expanding slowly, and after comprehensive evaluation, to create the greatest impact in these underserved neighborhoods. For each neighborhood, the program components will be:

School Outreach

PAFA’s Art Educators will bring PAFA’s collection, art appreciation theories and art-making projects into every classroom of every grade level over the course of an academic year. Students in all schools will receive two outreach lessons each, investigating artworks from PAFA’s collection through inquiry-based discussion and process-based experimentation with professional art materials. These visits will bookend a museum field trip, allowing staff to introduce artists, artworks and themes in an initial classroom lesson and then follow up to review goals, skills, and lessons learned. Scheduling these outreach lessons every year, for a growing number of schools, will be a major administrative responsibility of museum staff.

Museum Visits

Every student in the partnership schools will have the opportunity to visit PAFA’s galleries and exhibitions on a school field trip during this partnership, with all transportation costs, the most prohibitive element of public school
participation, underwritten by the museum. Students will engage with artworks through an interactive and curriculum-based tour, focused on three components: learning to look, discussion and response, and a hands-on project in response to the theme of the tour.

**Teacher Professional Development**

Teacher Professional Development workshops feature resources to support teachers in making connections to their classroom curricula using outreach lessons and museum visits. PAFA will host on-site professional development sessions at each partner school to engage teachers with how art can be utilized to teach subjects such as language arts, science, math, history, and to support classroom conversations around social justice issues. Teachers will learn about inquiry-based discussion techniques and building visual literacy and critical thinking skills with their students. Teachers will also be invited to attend PAFA’s Educators’ Evening Events throughout the year, where they have the opportunity to tour the galleries with curators and museum educators, learn how the exhibits can relate to student learning and participate in art lessons that connect the artworks with student learning goals. Teacher curriculum packets will be specifically designed for school partners, including classroom lessons, reproductions of artworks, and teaching posters. All materials will be translated into Spanish for maximum effectiveness in student learning. As part of the evaluation plan, teachers will participate in focus groups throughout Year 1 & 2 to evaluate the performance of the students and areas of improvement in the materials.

**Student Docent Program**

PAFA will serve 8th grade and high school students in partner school through its already successful Student Docent Program, teaching participating students the skills to be the guides for the field trips when their classmates visit the museum. Student Docs visit the museum for two months, training with Museum Educators after school on techniques for discussing art, particularly how to use Visual Thinking Strategies, and subsequently building important 21st century and leadership skills. These students also become models for their classmates on field trips and back at school, and participate in summer museum programs that utilize their new skills. The Student Docs gain experience they can share with other youth in their home communities, creating an important network of teen stakeholders in these communities, an important element in creating a trajectory of lifelong learners. Student Docs also receive a Family Membership after completion of the course, so that they can share their investment in the arts with their parents and siblings.

**Parks and Recreation**

Due to budgetary cutbacks, the School District of Philadelphia no longer offers any summer school opportunities, and Philadelphia students are particularly at risk for “summer reading loss”, when academic gains, without ongoing support, are lost from school year to school year. Through a new partnership with the Philadelphia Department of Parks and Recreation’s summer program, PAFA will schedule multi-visit outreach workshops to city summer camps in the neighborhoods where the partnership exists. This will provide continuous exposure to PAFA’s staff and lessons for the students from those schools and allow educators to continue to emphasize the learning goals of the program in the summer months. Student Docs will also be invited to apply for positions to work alongside staff in their home communities, garnering valuable work experience and serving as role models for younger children in their neighborhoods by assisting with outreach workshops and field trips to the museum.

**Art Island**

Planned as an intensive first-year component, Art Island is a collaborative art-making experience between a practicing artist and the partner community that provides a physical outpost of the museum in the neighborhood. In the pilot year, Art Island is taking place Sheppard Elementary. In subsequent years, it will take place at new schools as they become partners. The artist will visit the partner school once a week for eight to ten weeks, during which time students’ families can join in the art process working alone or with their child, and the culmination of the project will be an installation at the school for the remainder of the year. This experience allows for a special opportunity for students to see their parents in their schools, making art and finding personal connections, as well as providing an insider’s view into the life and process of an artist, highlighting PAFA’s dual role as a museum and university for artists.
Family Classes
Family Art Classes will take place each Saturday at a public library partner site near the school. Free, 90-minute classes for the whole family every week will offer opportunities to look at and discuss art works, learn about artists, view demonstrations and experiment with professional art-making processes and material. Classes will offer a no-cost opportunity to spend quality time reviewing skills learned during the week and strengthening family bonds outside home and school, and are scheduled in direct response to parent surveys that said they desired more opportunities for exploring creativity as a family outside of home and school.

Parent Art Classes
These 90-minute classes will be offered once a month at each school, using art to explore what it means to be a parent, develop their own personal creativity through the process of art-making, and learn new ways to bring art and creativity into the home. In direct response to parent surveys indicating that their children are already creatively expressing themselves at home but that they lack the skills and resources to support that engagement as a family, classes will specifically focus on low cost options to enhance the daily routine of family life with art and reflect as a group on why it’s important.

Family Arts Academy
Each Sunday, PAFA hosts a different artist to teach a two-hour-long workshop at the museum that is free to families, strengthening family development and communication through art, and offering a second opportunity each week for partnership families to explore creativity with their children. PAFA will provide transportation once a month from the local partner library to PAFA for families to attend a workshop at the museum with their community neighbors.

Community Art Showcase
Investment in a transportable set of walls will offer museum staff the opportunity to showcase and celebrate the artwork created by community members throughout the year in various locations. Introduction of the element of “exhibiting”, and thereby celebrating the ongoing growth of the community’s investment in the arts publicly, will add an important validating component for participants as they share their work with the neighborhood.

Pre-Grant Planning Phase
In the year before the grant period begins, PAFA is beginning to pilot the program with Isaac A. Sheppard Elementary School, a primarily Hispanic school community without an art teacher located in the West Kensington section of Philadelphia. In this pilot stage, all the elements of the program will be launched in Sheppard’s community and in its neighboring library, with the full support of the principal and the families of students. The pilot year will be a critical information-gathering time for staff, including many focus groups, parent and teacher surveys, review of student engagement and experimental scheduling, to work out the logistics of the program and iron out communication systems. It will also require museum staff, school staff and community stakeholders to invest in the goals of the partnership program and to refine them through creative implementation and experimentation.

This project will be overseen by a management team consisting of Monica Zimmerman, Director of Museum Education, Sarah Holloran, Manager of School & Teacher Programs, and Cari Freno, Manager of Family Programs. In recognition of existing research that student exposure to the arts has a stronger impact when it is sustained over time and supported by family engagement, the museum education team has spent the last two-years developing a plan for collaboration between its school and family programs and identifying communities most in need of, and receptive to, its resources.

Year 1
In year one of the grant period, PAFA will continue its relationship with Isaac A. Sheppard Elementary School, while also adding a second K-8 school, Julia de Burgos School, a public school in the same community that serves an older student population. PAFA will also begin working with Kensington CAPA, the neighborhood high school, engaging this older population through the Student Docent Program. As staff strives to forward its strategic plan to create lifelong learning opportunities, schools identified as future partners will be specifically and similarly
chosen to offer students in the community ongoing engagement, graduating from elementary to middle to high school levels of engagement with PAFA.

The community partner in the Kensington neighborhood will be Lillian Marrero Library, a branch of the Free Library of Philadelphia that serves students and their families from all three schools. A community mixer will be held at the library in the fall of the first year to kick off the partnership, introduce and promote the free programs, and get families and community leaders excited. The support of the free library location will also make it possible for community members in the neighborhood who might not have young students in the public school system to participate in weekend arts-based programs and to support the community art showcase. The ability to bring the whole community together to celebrate art at the library, not just in a school setting, is one of the unique components of this partnership program.

The academic year will be split into two semesters, offering the full slate of programs at Sheppard in the fall, while details and logistics for the expansion schools – Julia de Burgos and Kensington CAPA – are worked out by the new coordinator. The Art Island artist will also begin planning the installation project with staff at de Burgos, and the evaluator will begin surveying and working with families associated with the two new schools to begin gathering pre-program data about their attitudes toward arts education and their level of existing involvement with cultural resources.

In order to facilitate the expansion of this program, PAFA will hire a part-time bi-lingual School & Community Partnership Coordinator to act as the liaison between PAFA and the community organizations and schools and to provide a central focus for scheduling, communication and translation of materials. This staff member will also be a key asset to the evaluation consultant, providing key translation services during interviews and focus groups with community members who may have little to no experience with English. Additionally, two part-time art educators will be hired to work with the new influx of student and family audiences, in collaboration with pre-existing staff. They will spend most of their time in the community, conducting the classroom outreach lessons, teacher professional development workshops, and parent classes.

During the summer after the first academic year, staff will implement the Parks and Recreation partnership with 3 sites in Kensington, hiring Student Docents from Kensington CAPA to assist, and conduct multiple visits to each site and subsidize transportation for students to visit the museum on a summer field trip. Staff will also review the assessment results from Year 1 and make adjustments to the program to improve its efficacy in Year 2. The coordinator will begin scheduling the programs for the three existing school partners – Sheppard, de Burgos and Kensington CAPA – to continue their partnership, as well as to reach out to Year 2 school partners in a new community.

Year 2
The second Hispanic community PAFA will reach out to is in South Philadelphia, another underserved community with little to no arts education available for students in schools or through community organizations. Partner schools identified for this new leg of the School and Community Partnership are Vare-Washington Elementary School, Philadelphia High School for the Creative and Performing Arts, with Charles Santore Library, the neighborhood branch, as the community partner.

Armed with experience and knowledge from the pilot year at Sheppard and the first year of the grant with two additional schools and a community partner, PAFA will carefully plan its expansion into a new neighborhood. An important planning element for the coordinator will be to work with teachers and parents to understand the key cultural, linguistic and logistical differences between the primarily Puerto Rican and the primarily Mexican neighborhoods, and to adapt the materials and lessons accordingly to speak to this new audience. PAFA will also again host a community mixer in the neighborhood, at Charles Santore Library, to launch the program with its new audience and create community buy-in from all stakeholders.

The evaluation consultant will also play a key role in the early development of the expansion of the initiative, conducting front-end evaluations of the South Philadelphia community’s attitudes and exposure to arts-based
programming, as well as assessing the visual literacy skills of students in the new schools, so that an accurate measurement of growth can be taken at the end of Year 2 and ongoing throughout Year 3. Evaluation components, in addition to surveys, will include focus groups, interviews and observational analysis of student work.

During the summer after the second academic year, staff will implement the Parks and Recreation partnership with 6 sites, reaching students in both the Kensington and South Philadelphia neighborhoods. PAFA will also hire Student Docents from both Kensington CAPA as well as Philadelphia High School for Creative and the Performing Arts, and conduct multiple visits to each site and subsidize transportation for students to visit the museum on a summer field trip. Staff will also review the assessment results from Year 2 and make adjustments to the program to improve its efficacy in Year 3, especially focusing on lessons learned from the first year working in South Philadelphia. The coordinator will begin scheduling the programs for the expansion of the South Philadelphia partnership to an additional school and setting up the components for the 5 existing schools and 2 libraries.

Year 3
Planning and execution of Year 3 partnerships will proceed as it did in Year 2, with existing schools and community libraries continuing to be scheduled, and with the coordinator beginning to work on expanding the South Philadelphia community partnership to another school – Andrew Jackson School.

Some investments of staff time will be minimized in Year 3, since materials for use in school and at parenting classes will already have been created and vetted through three years of implementation, assessment and correction. This will free up time for staff to implement the program initiatives at new schools without incurring additional investment in part time staff members.

Evaluation at this point will be ongoing, with particular attention paid to the cumulative effects on participants after multiple years of exposure to the program.

Evaluation
PAFA Museum Education staff has extensive experience assessing program outcomes from previous initiatives and has already begun gathering pre-program data from students, parents and teachers in the Kensington Community as part of its programmatic research and planning. Staff feels strongly, however, that an extended initiative like this one requires the expertise and time investment of an objective, outside evaluation consultant to expertly research the effects of sustained, multi-faceted exposure to arts-based education on an entire community.

PAFA will publish an RFP for an evaluation consultant as soon as the grant period begins, with the goal of recruiting a community-based (not just museum-based) consultant who can actively participate in the project. Previously, PAFA has worked with Temple University’s Center for Social Policy and Community Development to evaluate the effectiveness of its programs for youth and families on academic performance, and a similar community consultant partner will be sought for the three years of this project. PAFA will specifically vet proposals for evaluators skilled in assessing community-based programming, with a sensitivity toward other cultures, to maximize the effectiveness of the investment in assessment.

The evaluation consultant will be tasked with measuring whether the goals of the partnership are being met through the program. In some cases, increased attendance at programs, especially workshops held at the museum that require a greater time investment from participants, will be a strong indicator that families are finding the program valuable. Pre and post-program surveys measuring attitudes toward the usefulness of museums and art education, comfort with discussion of art and creativity in the home, and understanding of how art can be useful in teaching other disciplines, will also provide data about the benefit of the program on the development of parents and teachers in their work with students.

Finally, and most importantly, a complex series of formal and informal assessment techniques will be used to measure increased levels of visual literacy in student participants. Evaluation will focus not just on gains over a
semester or single academic year, but on the longitudinal effects of a multi-year exposure for students, which the museum believes will show exponentially greater impact as students and families graduate through different levels of involvement with the partnership.

In the spring of 2017, museum education staff and the evaluation consultant will complete the evaluation by reviewing the program report with the goal of making necessary revisions and presenting at the annual American Alliance of Museums (AAM) conference in May of 2017.

3. Project Results

As mentioned earlier, the four goals for this new initiative will be assessed by an outside evaluation consultant. One key result of this project will be the publication of those results on PAFA’s website, to its community stakeholders, and hopefully at professional development conferences like AAM. Findings will also be debuted locally at a community event hosted at PAFA for staff and representatives of the School District of Philadelphia and the Free Library of Philadelphia.

A second important project result will be a deepened relationship with the Hispanic community in Philadelphia and a shared sense of investment in those students, families and neighborhoods. PAFA will publish this School and Community Partnership assessment report for its colleagues at other area institutions, especially arts-based institutions that have the opportunity to step in and assist communities currently being extremely underserved by a failing public school system. By modeling the adoption of specific communities and adapting existing programming to their needs, PAFA hopes to galvanize a city-wide movement in which its partner institutions also identify underserved communities and invest in them not for a weekend or a school field trip, but for many years.

The deepened relationship with several different Hispanic communities in the city is particularly important to PAFA as a strategic initiative, since planning is already well underway for a 2017 exhibition called Making History, highlighting history paintings about the colonization of the Americas from the myriad perspectives of artists living in Mexico, Peru and Argentina. On a practical level, resources for programming this particular exhibition will allow the School and Community Partnership program in these two neighborhoods to continue after the grant period through exhibition fundraising. On a community engagement level, these years of investment in the local Hispanic community will provide museum staff with critical insight about the cultures and audiences featured in the exhibition and create a web of resources, and hopefully interest, in community participation in planning the programs and interpretive materials for the exhibition.

By 2017, PAFA will have a rich, deeply committed relationship with several Hispanic communities, be viewed as a cultural institution that values their participation and celebrates their unique voices, and that is eager to tell their story in its own galleries. This will be a new and groundbreaking collaboration for art museums in Philadelphia and the surrounding Hispanic communities that have been largely overlooked in the established narrative of American art.
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<td>School Outreach to Sheppard Elementary</td>
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*This color represents Grant Project Year 1*

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# Schedule of Completion, School Year 3 (2016-17)

## School & Community Partnership
- **School Outreach for Jackson Elementary**
- **School Museum Visits for Jackson Elementary**
- **School Outreach for Vare Washington**
- **School Museum Visits for Vare Washington**
- **School Outreach for Julia De Burgos**
- **School Museum Visits for Julia De Burgos**
- **School Outreach to Sheppard**
- **School Museum Visits for Sheppard**
- **Teacher Professional Development**

## Evaluation
- **Staff Professional Development - In consultation with Evaluator**
- **Submit proposal to host session at AAM**
- **Staff Professional Development - Present findings at AAM Conference**
- **Student Docent Training - Kensington CAPA & S. Philly CAPA**
- **Hire & Train Teens for Summer Parks & Recreation/Library**
- **Parks & Recreation Summer Program**
- **Saturday Family Classes @ Library**
- **Family Arts Academy Trips**
- **Mobile Community Art Showcase**
- **Parent Art Classes at Schools**
- **Hire Teaching Artist & Develop Art Island**
- **Art Island**
- **Develop Parent Art Class Series**
- **Develop School Curriculum Guides**

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Legend:
- **This color represents Grant Project Year 2**
- **This color represents Grant Project Year 3**