



## Museums for America

Sample Application MA-10-18-0181-18  
Project Category: Learning Experiences

### New York Historical Society

|                         |           |
|-------------------------|-----------|
| Amount awarded by IMLS: | \$250,000 |
| Amount of cost share:   | \$671,518 |

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2019 Museums for America grant program differ from those that guided the preparation of FY2018 applications. Be sure to use the instructions in the FY2019 Notice of Funding Opportunity for the grant program and project category to which you are applying.

## Abstract

Applicant: The New-York Historical Society (N-YHS), founded in 1804, is dedicated to increasing worldwide understanding of American history through exhibitions, public programs, online outreach, and research that reveal the dynamism of history and its influence on the world today. In April 2017, N-YHS launched the Center for Women’s History, a new museum initiative to explore and celebrate women’s central roles in shaping our country and our culture. A centerpiece of this work is a curriculum for grades 6 - 12, *Women and the American Story*—a free comprehensive, online women’s history resource for schools across the country.

Need to be Addressed: Despite widespread recognition among scholars that women are integral to considerations of the nation’s past, they still remain relatively absent from the popular historical narrative. In focus groups and surveys hosted by N-YHS, teachers report that they struggle to incorporate women into their lessons in a meaningful way, citing a need for primary source material and interpretive content that can seamlessly integrate women’s experiences into their established curriculum and classroom instruction. More broadly, this project will help address significant deficits in American social studies education, helping schools provide the nation’s students with a strong humanities and history background.

Project Activities: N-YHS respectfully requests a grant of \$250,000 from the IMLS to support a three-year project to develop, implement, and disseminate six units of this digital curriculum resource, resulting in a complete, nine-unit survey of American history. The project will employ N-YHS’s inquiry- and object-based museum pedagogy to connect thousands of teachers and their students to a trove of historic resources from the N-YHS Museum and Library collections that illuminate women’s roles and experiences. Presented on an interactive website, each unit includes an introductory essay; high-resolution images or 3D renderings of 10-15 primary images, documents, and/or artifacts from the N-YHS collection; resource descriptions providing historical context; and three-to-five biographical portraits of fascinating individuals. Following the online publication of each unit, we will pilot and assess its effectiveness with our growing network of teachers, promote it nationally, host teacher trainings at partner museums and school districts around the country which participants can turnkey in their schools, and offer regular distance trainings for teachers via webinar.

Beneficiaries: Our goal is to place *Women and the American Story* in the hands of teachers across the nation—supporting their efforts to educate and prepare the next generation of thoughtful and historically literate citizens and assuring a broader and more inclusive understanding of our nation’s past and present. The project’s easily-navigable, digital format will allow teachers to quickly review the materials and select those resources that are most relevant to their lessons. Resources will be able to be displayed clearly on a projector and/or printed out.

Outcomes: As a result of this project, teachers across the nation will deepen their historical content knowledge; have the tools to incorporate primary sources into instructional practice using museum pedagogy; and broaden their understanding of how to present history fully and equitably. When women’s stories are included in the classroom, students will gain a more comprehensive understanding of the past and will see that women have been active participants throughout history, inspiring female students in particular to engage more deeply with our nation’s past and present.

Measuring Success: N-YHS will undertake both formative and summative evaluation throughout the grant period to assess the project as it progresses towards its goals. We will host focus groups and launch surveys to garner feedback during the development of the curriculum units. To evaluate the curriculum’s success, N-YHS will create and administer assessment tools with teachers locally and nationally. We will measure success against quantitative benchmarks of impacting 5,000 local teachers annually and engage ten school districts nationally by tracking: a) downloads of the curriculum; b) responses to digital prompts on the website, which will include zip code information; c) expansion of our network of peer museums and administrators nationwide; and c) participants in trainings delivered in person or via webinar during the grant period.

## Narrative

### 1. PROJECT JUSTIFICATION

In April 2017, the New-York Historical Society (N-YHS) launched the Center for Women’s History (CWH), a new museum initiative exploring and celebrating women’s central roles in shaping our country and culture. A centerpiece of this work is a curriculum for grades 6-12, *Women and the American Story*—the first comprehensive, online women’s history resource for schools across the country. When complete, the materials will span the full survey of American history, employing N-YHS’s object-focused pedagogical approach to connect teachers and their students to a trove of historic resources that illuminate women’s experiences and contributions. These digital materials will be organized in nine chronological units that are freely accessible online, connecting teachers with primary sources, scholarly essays, engaging biographies, and classroom activities that can be easily incorporated into regular U.S. history lesson plans. Through this effort, which launched in 2017 with a pilot unit covering the post-Revolutionary era, N-YHS aims to support teachers in educating and preparing a new generation of historically literate citizens and assure a broader and more inclusive understanding of our nation’s past and present. At a time when issues of social inequality and gender parity dominate national headlines, an inclusive curriculum resource rich with historical works of art, documents, and objects will support educators in helping their students see themselves reflected in American history. N-YHS respectfully requests a grant of \$250,000 from the Institute of Museum and Library Services to support the completion of the planned units and the national dissemination of this new digital resource.

**Need to be Addressed:** Women’s history is American history. Yet, despite widespread recognition among scholars that women are integral to considerations of the American past, they still “are not given equal status with their male counterparts” in the national social studies curriculum.<sup>1</sup> (Cited references listed in Supportingdoc2.) History continues to be told predominantly from a male perspective in textbooks, with women included in what have become obvious moments in the survey: e.g. Seneca Falls, the Triangle Shirtwaist fire, women’s suffrage, and Rosie the Riveter. These interjections barely scratch the surface of women’s history and neglect the diversity of women’s contributions and experiences. When history education marginalizes women, it gives students the impression that women’s perspectives and actions, both past and present, are of little import.<sup>2</sup> Teachers are widely cognizant of this, and N-YHS has learned from regular focus groups and surveys of educators from across the country that they want and need resources that can seamlessly integrate women’s experiences across the mandated curricula—rather than confining them to Women’s History Month. In a representative response, one teacher told us in 2016, “I want to avoid a ‘women’s history’ unit. I want issues of gender and women’s lives brought into everything.” Another educator told N-YHS that “any compelling first-hand accounts [related to women] that can be included in all events in U.S. history would be helpful.”

More broadly, N-YHS recognizes there are deficits in national social studies education. Poll after poll reveals that many citizens are largely ignorant of the basic tenets of American history and government, and schools are falling short in providing the nation’s students with a necessary foundation. The results of the most recent U.S. history National Assessment Examinations revealed that only 13% of 12th grade students and 18% of 8th graders were performing at or above the “Proficient” level—though 90% of respondents agreed that knowledge of the past is key to the nation’s future success. It is essential for our young people to have a strong humanities and history background so that they can live and thrive in a diverse, constantly changing world.

N-YHS is positioned to address these deficits and support teachers in improving history instruction. N-YHS’s museum pedagogy—guided by the simple premise that “objects tell stories”—deepens and invigorates learning, communicating rich and complex American history content that is relevant to all students.<sup>3</sup> Our inquiry-based approach is rooted in the critical examination of artifacts, art, documents, and other materials from N-YHS’s expansive Museum and Library collections, and employs the investigative techniques of observation, questioning, and citing of evidential proof. Our approach is having a real impact on the 200,000 students we serve each year: a 2017 independent evaluation of our enrichment programming undertaken by Karen Dash Consulting found that elementary and middle school students showed significant increases in history knowledge

and critical thinking skills after participating—in some cases, scores improved by more than 100%. Through close investigation of artifacts, works of art, ephemera, and more, students and teachers can explore and envision what daily life was like for women across the centuries, animating the past and building a critical context for understanding larger historical developments.<sup>4</sup> For example, the recently launched pilot unit of *Women and the American Story* offers students the opportunity to examine a letter from Dolley Madison to her sister describing discord between political factions that they put aside to attend a party she hosted at the White House—illuminating how women exercised influence to fundamentally shape the politics of the young nation. In the second module of the pilot unit, a circular authored by Catharine Beecher brings to light the oft-untold role women played advocating against Indian Removal in the early 19<sup>th</sup> century. Teachers can deploy these primary sources in lessons on the practice of American politics in the early Republic, westward expansion, and Jacksonian democracy, challenging the traditional narrative of this period as one in which women were confined to the domestic sphere.

**Audience:** Our goal is to place *Women and the American Story* in the hands of teachers across the nation. Each state’s department of education as well as private and parochial schools have discrete social studies standards and programs of study; our curriculum resources will focus on middle and high school learners. N-YHS will use the Common Core Literacy in History/Social Studies standards as well as the New York structure—in which American history is taught in seventh, eighth, and eleventh grades—to guide the curriculum. To ensure maximum usefulness, flexibility, and applicability for the full spectrum of teachers and learners, the materials will not provide scripted lessons but rather authentic, student-accessible primary and secondary resources accompanied by rich background information and discussion questions—what educators consistently report needing most. We will include many types of sources, including texts at various reading levels, so that all teachers can find options that will work for their students. All of the content will be available for free on an easily navigable digital platform that will be developed through a design partnership with IBM, allowing teachers to quickly review and select those resources that are most relevant to their lessons and display them clearly on a screen, projector, or print-out.

Our dissemination goals are two-fold, with ambitions to reach a local and national audience. We will leverage our deep partnership with the NYC Department of Education with the goal of equipping 5,000 New York metropolitan area educators annually with this resource and the tools needed to use it effectively. Also during the IMLS grant period, we will set a goal of implementing *Women and the American Story* in schools in fifteen states outside of New York—aiming for broad geographic diversity and a mix of urban, suburban, and rural school districts. To achieve this, we will promote the resource through our existing nationwide network of school administrators and teachers, developed over the last decade through initiatives like our 2015 and 2017 NEH Summer Institutes, pre-2012 Teaching American History Grants, and regular national conference presentations, and formalize partnerships with ten school districts. Additionally, we will partner with at least five peer museums across the country who will help with dissemination and agree to host in-person teacher trainings on our museum pedagogy and the curriculum—which participants can then turnkey in their schools.

**Advancing the Strategic Plan:** N-YHS’s current strategic plan (see Strategicplan) strengthened our mandate to develop well-informed, fully realized participants in 21<sup>st</sup> century society by providing scholars, students, and the general public with increased access to our collections, which number over 14.6 million items and span five centuries of the history of our continent. The strategic plan pursues greater accessibility in several ways: bringing history to life through **immersive, engaging exhibition experiences**; prioritizing **educational programming innovation and expansion**, with an emphasis on strengthening and growing our partnerships with schools and universities; leveraging **technology to bring Museum content** to a wider audience; and serving as a **forum for discourse and debate** about issues historic and contemporary.

In 2011, N-YHS completed the first phase of a major institutional expansion in response to the plan, establishing new permanent exhibitions, interactive installations that invite the public to explore our digital

collections, and the nation's first dedicated children's history museum. In the years following, we have grown our education programs to reach 200,000 young learners and educators each year. We recently completed a multi-year renovation of our Henry Luce III Center for the Study of American Culture, an expansive open-study storage space. On April 29, 2017, we reopened a reimagined Luce Center—20,000 square feet of new gallery spaces and cutting-edge, interactive learning experiences designed to provide enhanced interpretive content to visitors of all ages. The new Center for Women's History is the centerpiece of this renovation, offering exhibitions, fellowships, and public and educational programming. As a learning center it advances our strategic plan by invigorating the presentation and study of American history through a disruption of conventional historical narratives and incorporation of the crucial roles played by women of every race, class, age, and background. *Women and the American Story* is a key strategy in our efforts to address shortcomings in the traditional American historical narrative, and the curriculum will leverage our museum resources to reintroduce the experiences, actions, and perspectives of half of the nation's population—bringing to the fore under-recognized moments of seismic change while providing equitable recognition for those whose contributions helped effect well-known changes.

**Addressing the Goals of IMLS Museums for America Learning Experiences:** The project supports many of IMLS's objectives: it situates the learner at the center, offering **accessible museum resources** that incorporate high-quality history content and inquiry-based learning designed to foster critical thinking, problem solving, and collaboration. It will deploy an **innovative digital platform that will diversify, strengthen, grow, and sustain our museum's education initiatives**, helping us to extend the reach of our collections and interpretive content beyond the four walls of the museum and place them in the hands of learners nationwide. As a result of the project, teachers will deepen their historical content knowledge; have the tools to incorporate primary sources into instructional practice using museum pedagogy; and broaden their understanding of how to present history fully and equitably, representing multiple perspectives and engaging all students. When women's stories are included in the classroom, students will gain a more comprehensive understanding of the past and will see that women have been active throughout history, inspiring girls in particular to more deeply engage with our nation's present.

## **2. PROJECT WORK PLAN**

*Women and the American Story* will span the survey of U.S. history over nine units, unfolding thematically along a chronological path with overlapping date ranges as necessary. Our aim is to present nine units that track, to a degree, with a traditional survey. This is a purposeful choice to communicate to over-burdened educators that this content is not an "addition" to their planned lessons, for which they must find more instructional time. Rather, it will show that women's history can and should be used to meet mandated standards. Major milestones and achievements of women, many of which are relatively unknown and are not included in history textbooks, but align with themes and topics that teachers are required to cover, will launch and conclude each of the units, providing points of orientation and accessibility. The complete list of the nine proposed units is:

1. Native Americans & Early Encounters (pre-contact-1715) - *In development, launching spring 2018*
2. Colonial & Revolutionary America (1692-1790)
3. Saving Washington: The New Republic & Early Reformers (1790-1848) - *Launched spring 2017*
4. The Nation Grows (1804-1869)
5. Sectional Crisis & Civil War (1832-1865)
6. Expansions & Inequalities (1865-1896)
7. Modernizing America (1889-1920) - *In development, launching spring 2018*
8. On the World Stage (1920-1948)
9. Growth and Turmoil (1948-2016)

As indicated above, Unit 3 has already been published and we have secured funding to start work on two additional units. Presented on an interactive website, each unit will include: an introductory essay; 10-15 high-

resolution primary images, documents, and/or artifacts from the N-YHS collections; resource descriptions providing historical context; and three-to-five biographical portraits of fascinating individuals. These biographies are of particular importance to teachers, who report that students are best able to connect to the past through the stories of real people. The units will also include glossaries and suggested inquiry activities. An introduction to the resource will feature detailed instructions on museum pedagogy and the effective use of primary sources in the classroom, along with video resources that will model classroom implementation.

N-YHS is well-positioned to pursue this project: over the last decade, using our collections, curatorial and educational expertise, and technological capacity, N-YHS has developed expansive standards-based curriculum materials that help teachers across the country include lesser-known but vitally important histories in their classrooms—from *Slavery in New York* to *Chinese American: Exclusion/Inclusion* (included as Supportingdoc4). Our museum education initiatives serve as national models for the alignment of arts and humanities learning with the Common Core. Our full curriculum library can be accessed at [nyhistory.org/curriculum-library](http://nyhistory.org/curriculum-library).

This is an ambitious undertaking—both for the 6-12 field and for N-YHS. While we have a strong sense of the timeline and milestones, specific content can and should shift as a result of new scholarship, ongoing scholarly research, research done by our curriculum team, or new findings from teacher surveys and focus groups. To ensure the project stays on track, we have built in consultations with historical and educational advisors at two critical times during the development of each unit: before the research has begun, and during the editing process. We also recognize that the proposed units are broad, which is an inevitable byproduct of a survey. We seek to achieve an appropriate balance of depth and breadth while not overwhelming teachers given the limited amount of time the average classroom curriculum allows for each social studies unit. Producing the curriculum as an entirely web-based resource will enable us to address new research findings or incorporate enhanced content from Museum exhibitions. Twice annually, the CWH Fellows will review the online assets to help assure that they reflect the latest scholarship and interpretation. As with any project involving a multi-year production period, there is the risk of key scholars, advisors, or producers being unable to see it through to completion. By grounding this project in the CWH and the Education Division at N-YHS, we have a strong base of qualified individuals who can step in as needed to complete critical work.

**Project Team:** Dr. Louise Mirrer, President and CEO, is responsible for all exhibitions, programs, activities, and administrative functions. Dr. Valerie Paley, VP, Chief Historian, and Director of the CWH, is responsible for the Center’s intellectual and interpretive content. Paley oversees a cohort of pre- and post-doctoral Women’s History Fellows who, alongside topic-specific researchers, will contribute to the research, interpretation, and new exhibition content that will fuel the curriculum. The N-YHS Education Department is led by Vice President Mia Nagawiecki, who has extensive experience training teachers in museum pedagogy. Nagawiecki, who will serve as Project Director, has overseen the successful execution of educational initiatives for all N-YHS exhibitions, including the IMLS-funded *Chinese American: Exclusion/Inclusion* and *The Vietnam War: 1945-1975*, and will oversee the development and timely implementation of the project.

The curriculum materials will be developed and written by Leslie Hayes, Associate Director for Professional Learning, and Allyson Schettino, Associate Director of School Programs. Hayes is responsible for all teacher programs at N-YHS and will bring the experience of hundreds of direct instruction hours to this project. Schettino develops all N-YHS student group programs, and recently revised all offerings to weave the stories of women, African Americans, Native Americans, and other minority groups throughout each lesson rather than having separate lessons on these histories. She will bring that experience to this project as we work to revise the traditional narrative rather than create a parallel “women’s history” story. Hayes and Schettino have each authored or co-authored several N-YHS curricula, including *The Battle of Brooklyn* and *New World—New Netherland—New York*. Support will be provided by Assistant Manager of Special Projects Lee Boomer and research associates (sample job description as Supportingdoc3). Boomer will coordinate the N-YHS staff,

research assistants, scholars, design, web development, marketing, and evaluation. She has served in this role on three recent N-YHS curricula. Graduate students with expertise in each specific era in U.S. women's history will be engaged as the research associates. Additional support will be provided by N-YHS reference librarians and curatorial staff. The digital platform for the curricular materials will be developed by an IBM web design team working in partnership with the Project Team. IBM brings significant expertise designing online educational resources as evidenced by platforms such as *Teacher Advisor with Watson* and *Teachers TryScience*.

The Center for Women's History is advised by a distinguished group of scholars, chaired by Dr. Alice Kessler-Harris, Professor of History in the Institute for Research on Women and Gender at Columbia University. Kessler-Harris recently completed the first Massive Open Online Course (MOOC) on women's history in the country in collaboration with N-YHS. Titled "Women Have Always Worked," the course spans the full scope of US history in twenty sections, deploying documents and artifacts from N-YHS's collections throughout. The Project Team will draw on this experience, and video excerpts from the MOOC will be incorporated throughout *Women and the American Story*. Kessler-Harris will serve as a key advisor in the development, as will a number of the members of the Center's scholarly committee. These historians have produced a wide range of groundbreaking scholarship on women's history across the United States. A complete list of our current scholar advisors is included with the Project Staff attachment. These advisors will also assist the Project Team in identifying and engaging other scholars who have expertise in the various historical periods represented by the six grant-funded units. We will seek partners who represent a broad geographic range and are able to foreground the stories of women from cultures, races, classes, and ethnicities typically marginalized or left out of the traditionally male-focused textbooks. We anticipate engaging at least two such scholars per unit.

N-YHS holdings extend far beyond a concentration in New York State to represent the nation more broadly. The Project Team will also work closely with representatives from peer museums across the country to ensure a broad geographical range of objects and artifacts—as well as perspectives—are incorporated in the curriculum. Confirmed partners in this effort include the Atlanta History Center, Chicago History Museum, and Missouri Historical Society, and we will continue to expand this network in the years ahead. Educators working with grades 6 through 12 will also be essential partners in this project, particularly in assessing and evaluating our progress and recommending which lines of inquiry are most interesting and useful for the classroom as described in the work plan. The Project Team and IBM will involve educators in the design process for the web interface itself.

**Work plan:** *Women and the American Story* launched in 2016 with the development of the pilot unit, "Saving Washington: The New Republic and Early Reformers" to coincide with the inaugural exhibition of the Center for Women's History, *Saving Washington*. The curriculum was published on a simple web-based platform in March of 2017, and subsequent analysis and evaluative surveys from local teachers have helped us design a clear and realistic work plan for the completion of the remaining units. They will be researched, written, and published in batches of two units at a time. As described in the attached schedule of completion, we will stagger the phases to maximize use of staff time and resources as well as to allow for adjustments to the project execution if necessary.

**Pre-grant Period – Pilot, Assessment, and New Research:** Over the past two years, the Project Team has hosted focus groups and collected survey data from teachers working in New York and throughout the nation in order to identify their needs for a comprehensive curriculum on American women. The data collected thus far represents 159 teachers in 27 states. When asked which curriculum resources would be most helpful for their classroom teaching 85% of survey respondents indicated primary documents, 68% indicated short biographies of well-known and lesser-known individuals, and 66% indicated images. From this group, we have identified 49 teachers from 44 schools in 20 states which have expressed interest in testing the new units with their students and teachers. We will launch our first pilot test outside New York with partners in Chico, CA this winter.

Additionally, the team has collected evaluative data from local educators who have implemented the curriculum with their students. All survey and evaluative data have helped to design the project work plan. Following the launch of the pilot, N-YHS secured private funding to complete two additional units of the curriculum, and in fall 2017 the Project Team engaged research historians to begin work on Native Americans and Early Encounters (pre-contact-1715) and Modernizing America (1889-1920). The design collaboration with IBM is launching in February 2018.

**Grant Period Activities:** N-YHS respectfully requests funding from the IMLS to complete the six remaining units planned for *Women and the American Story*. Each will be completed in three phases, with the timing staggered across the three-year grant period as described in the attached schedule.

*Phase 1: Historical Research* - The initial phase of this work is exploratory, with the researchers working closely with CWH Advisors and Fellows to identify recent historiographical developments in each era. Drawing on the results of the focus groups and surveys, the researchers then develop an extensive list of N-YHS's holdings in relation to the unit under development, identifying themes, topics, and individuals that may lend themselves to inclusion in the final curriculum guide. Partnering with reference librarians and curatorial staff, the researcher has access to un-catalogued materials, often leading to rarely-seen primary sources being featured in the curriculum. Following this stage, the researcher may reach out to the project's partner institutions for support as well as conduct research at other institutions to gather additional sources that are not readily available at N-YHS.

*Phase 2: Writing & Production* - Hayes and Schettino use the work of the researcher to build a detailed unit outline. They conduct additional background research, select the final resources that will appear in the guide, and write all materials. An initial outline and a final draft of each unit will be reviewed by Nagawiecki as well as a scholar advisor and a panel of teachers. Once the content is finalized, Boomer liaises with IBM and oversees production to ensure that the designed product is easy to navigate and supports the content.

*Phase 3: Launch, Distribution, & Assessment* - N-YHS will launch the curriculum units as they are completed, resulting in the publication of two units per year, and will promote, disseminate, and evaluate them as described below. Within six months of publication, the Project Team will observe the curriculum being implemented in three middle or high schools in the NYC region, providing opportunities for assessment and adjustment before they are promoted nationally, and N-YHS's Education team will observe implementation and collect feedback from participating teachers. We will revise the units based on the results of each pilot assessment, and draw from lessons learned to develop subsequent units. Further strategies are described below.

**Tracking Progress Towards Goals:** The N-YHS Education staff will undertake formative and summative evaluations of the project. For each unit, we will host early focus groups and disseminate surveys nationally during Phase 1, solicit teacher feedback twice in Phase 2, and pilot test and revise during Phase 3 to ensure teachers' needs have not changed significantly. To evaluate the curriculum's success in achieving the performance measures and learning goals set forth in this proposal—including its impact on teaching practice and student learning—the Project Team will create and administer assessment tools in partnership with teachers locally and nationally. Informed by the National Council for the Social Studies' Design Principles and Rubrics for Assessing Historical Thinking, these assessment tools will encompass:

- Web-based prompts to teachers who access the curriculum online that will capture initial user satisfaction with the usefulness and relevance of the materials.
- Pre- and post-surveys of pilot teachers designed to capture their comfort and familiarity with female historical figures and women's experiences over time.

- Sample student work collected by pilot teachers and evaluated by N-YHS using a rubric to measure student mastery of content knowledge and historical thinking skills (i.e. multiple perspectives, analysis of primary sources, context and change over time, claim-evidence connection and corroboration).

**Disseminating Results:** N-YHS Education staff will undertake direct, targeted outreach to its nationwide network of over 26,000 administrators and teachers to introduce the curriculum. The teachers who have already offered to pilot the curriculum with their students will be encouraged to share the resource. In addition, the 10 school districts and five partner institutions cultivated for this project will host teacher workshops to train local educators in use of the materials, and will disseminate the curriculum via their email lists and social media accounts. All of these efforts will be designed so that participants can offer turnkey training for their colleagues. As units are completed, we will advertise each through local, state, and national professional organizations' newsletters and present them at annual conferences and meetings including the National Council for the Social Studies, the National Council for History Education, the American Historical Association, the American Alliance of Museums, and the American Federation of Teachers. N-YHS will also implement a comprehensive public relations and marketing campaign ensuring that the broadest possible public has access to *Women and the American Story*, and promote the resource via regular announcements on Facebook (93,000 likes), Twitter (39,500 followers), and Instagram (37,000 followers).

### 3. PROJECT RESULTS

**Performance Measurements:** Through this initiative, N-YHS will **develop and provide inclusive and accessible learning opportunities that increase participants' understanding of women's presence and roles in our nation's history.** During the grant period we will measure success against quantitative benchmarks of impacting 5,000 local teachers annually, and ten school districts nationally, by tracking: a) unique users accessing the curriculum; b) responses to digital prompts on the website, which will include zip code information; c) expansion of our network of peer museums and administrators nation-wide; and c) participants in trainings delivered in person or via webinar during the grant period. N-YHS currently assesses the effectiveness of all of our programs in achieving intended results through detailed teacher/participant evaluation forms. Every response form is reviewed by N-YHS Education staff, and a representative sample of the data is analyzed using IBM's Statistical Package for the Social Sciences (SPSS) software. Through this method, 99% of N-YHS respondent teachers report that our programs are effective in supporting student advancement in four key areas: content knowledge, critical thinking, appreciation for history, and literacy skills as mandated by the Common Core standards (see Supportingdoc2). For *Women and the American Story*, we will use the evaluation rubric described in *Tracking Progress* to collect data from educators who pilot the curriculum units. We will then aggregate the data using SPSS with the goal of finding that understandings of women's roles in the survey of American history have improved in at least 90% of those surveyed.

**Project Sustainability:** The curriculum is intended to be continually refreshed and updated over time. Following the grant period, we will enhance and revise the units annually based on the latest scholarship and in concert with new exhibitions and programs of the Center for Women's History. In this way, it will be dynamic and evolving, offering teachers access to an ever-expanding collection of primary sources and up-to-date secondary resources—and ensuring sustained utility for 6-12 educators. Further, it is our aim to share our results and findings with peer museums through presentations at national museum and educational conferences and participation on panels and committees seeking to advance the field of women's history education both throughout and long after the conclusion of the grant period. With the establishment of the CWH, N-YHS aims to prioritize and invigorate the teaching and learning of women's history for students, teachers, and the general public. N-YHS is committed to using our collections and educational expertise to present and amplify the stories of American women, connecting audiences to the countless women who have shaped our national legacy. The establishment of dynamic digital instructional resources will ensure that these stories and the historical objects that tell them remain relevant, accessible, and engaging for a new generation of learners.

