



Inspire! Grants for Small Museums

Sample Application MA-15-19-0167-19
Project Category: Lifelong Learning

Whaling Museum & Education Center

Amount awarded by IMLS: \$36,993
Amount of cost share: \$0

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 FY2020 Inspire! Grants for Small Museums grant program differ from those that guided the preparation of FY2019 applications. Be sure to use the instructions in the [FY2020 Notice of Funding Opportunity](#) for the grant program and project category to which you are applying.

The Whaling Museum & Education Center
IMLS Application

Abstract

Proposal: The Whaling Museum & Education Center respectfully requests \$36,993 over 2 years from IMLS for its *Reach!* Initiative, which expands the Museum's high-quality educational programs to directly benefit youth in an underserved and high-risk area on Long Island. The *Reach!* Initiative incorporates the development, implementation, marketing, and evaluation of several strategic core components designed to benefit this audience: hands-on interactive sessions in schools; corresponding professional development for teachers; public engagement through a Museum-To-You series in libraries and Family Day event at the Museum; and a summer camp scholarship program. The project will primarily serve 2,930 underserved students and their families in grades 2-5 and 50 teachers. *Reach!* helps the Museum accomplish its strategic goal of addressing the needs of youth in underserved communities by facilitating greater participation in exploratory, multidisciplinary learning experiences to benefit from engagement with cultural programs.

Need: Research highlights the disparity of access to learning resources between children of affluence and those in poverty. Arts & cultural engagement improves health, schooling, safety & well-being for low-income residents, including an 18% increase in academic achievement, decrease in crime rates, and strengthened cultural identity. Despite a significant body of evidence demonstrating how high-risk students benefit from arts education, there is a lack of access for youth in Huntington Station to quality educational programs. Residents from this low-income areas visit the Museum rarely, and district public schools in the Huntington Township with Title 1 students do not visit for field trips. This project advances several objectives articulated in the Museum's 2017-2019 Strategic Plan to increase access to the Museum's resources through targeted outreach efforts to communities with low visitation levels. The Museum developed the *Reach!* Initiative to fill the educational void that was identified using a multi-layered, wide-ranged approach addressing important social, emotional, and cognitive aspects of learning.

Beneficiaries: The primary beneficiaries are youth grades 2-5 and their families from disadvantaged neighborhoods in the neighboring school districts of Huntington Station and South Huntington public schools (all within 6 miles of the Museum), identified as a High Needs area. This project addresses the critical need for equitable arts education in Targeted Assistance schools which provide support to Title 1 students.

Results: *Reach!*'s intended results include: Participation Growth: The museum will expand its reach to school students by 20%, and 1480 4th graders will have engaged in an in-school visit; 50 teachers will have participated in a professional development session at the museum; at least 200 family units (approximately 800 people) will participate in Family Day; 24 *Culture Club!* sessions in the *Museum To You* program will welcome up to 600 students; 50 more students will gain camp scholarships. Community Relationships: Continued communication and outreach efforts with current partners will sustain the success of the program. Audience Diversity: Built awareness and trust between a cultural institution and diverse local audiences, especially within communities that are underserved. Achievement: Increased understanding and interest in students, positive attitudes of students toward history topics, and increased teacher knowledge and efficacy with curriculum.

Involving Community: *Reach!* builds on its strong relationships and uses a mixed-methods strategy to involve multiple levels of the community, fostering relationships with local families, schools, and community organizations.

1. PROJECT JUSTIFICATION

► **PROPOSAL:** The Whaling Museum & Education Center respectfully requests \$36,993 over 2 years from IMLS for its *Reach!* Initiative, which expands the Museum's high-quality educational programs to directly benefit youth in an underserved and high-risk area on Long Island. The *Reach!* Initiative incorporates the development, implementation, marketing, and evaluation of several strategic core components designed to benefit this audience: hands-on interactive sessions in schools; corresponding professional development for teachers; public engagement through a Museum-To-You series in libraries and *Family Day* event at the Museum; and a summer camp scholarship program. The project will primarily serve 2,930 underserved students and their families in grades 2-5 and 50 teachers. *Reach!* helps the Museum accomplish its strategic goal of addressing the needs of youth in underserved communities by facilitating greater participation in exploratory, multidisciplinary learning experiences to benefit from engagement with cultural programs.

Access to arts & culture is essential for supporting children's development & building community. However, recent research highlights the disparity of access to learning resources between children of affluence and those in poverty. Engagement with arts & cultural programs has steadily declined for the past 3 decades in underserved populations.¹ This disproportion influences a knowledge gap with serious implications for students' achievement, well-being & social mobility.²

At the same time, research has also demonstrated how museum-based learning can deliver powerful learning resources to young children & families, especially those most in need.³ New research has also revealed how arts & cultural engagement improves health, schooling, safety & well-being for low-income residents, including an 18% increase in academic achievement and decrease in crime rates.⁴ In low-income communities, participation in arts and cultural programs also contribute to strengthened cultural identity and foster a shared vision for community.⁵

Because educational access is a potent tool for success for disadvantaged students, the Museum designed a multilayered approach to extend the Museum's developed educational resources to increase high-quality learning experiences for youth in nearby communities with low socio-economic status. This wide-ranged approach is supported by research showing how the tactics of education (school visits, embedding content in the curriculum), a focus on families (developing and offering family-friendly offerings), and community stimulates engagement with priority groups.⁶ This multi-pronged project functions as multiple community "touch points," whose aggregated benefits engage pathways into knowledge- and skill-building and address the important social, emotional, and cognitive aspects of learning. *Components include:*

- **1) In-School Learning Experiences:** As the only museum in the world open year-round which explores the whaling history of the Long Island region, the Museum is a local steward of cultural, scientific, historical, and environmental heritage. The museum's educational programs address the important social, emotional, and cognitive aspects of learning and foster critical thinking, curiosity, and problem solving. In response to declining school visitation due to the costs of transportation and increased time in the classroom, the Museum is growing its impact by bringing school programs into classrooms around Long Island enhancing the 4th grade curriculum unit, a recent program produced with support from state & local government and private foundations. Because nearby schools serving this project's target audience are no longer able to visit through field trips, this project will support a team of museum educators to travel to schools with real and replica artifacts and other learning materials that feature exciting hands-on activities. Objects shown include scrimshaw, the whalebone-based American folk art; utilitarian, costume, and decorative arts of the 19th century; whaling gear such as harpoons; navigational tools such as sextants; shipbuilding and cooper's tools, such as caulking mallets; and whale parts such as baleen. Using inquiry-based pedagogy, students will make observations, express individual opinions, and think critically about the pieces. Seeing & touching will broaden students' understanding of the national & regional impacts of the industry. In a culminating activity, students will bridge individual artistic expression with history by carving their own scrimshaw-style art, the most quintessential regional cultural symbol of whaling. Using materials similar in appearance to authentic scrimshaw, students will use etching tools suited to the full spectrum of creative styles to design, ink, and carve their own designs. Students will present and discuss their interpretive responses to the class.

- **2) Professional Development:** Museum educators will deliver a professional development session located at the museum as a Superintendent's Day workshop for teachers with two goals: 1) help teachers gain content knowledge and 2) explore how to integrate whaling concepts into diverse topics, gaining strategies to enrich the classroom with content-rich experience. Teachers will discover cross-disciplinary ways to incorporate primary resources in the Museum's collection, multiple perspectives, and the whaling narrative in diverse curricula, as well as using the Museum's collection to explore contemporary issues. These workshops will keep with the goals of national and NY State learning standards. Emphasis will be put on using the Museum's brand-new digital resource of its collection (a portion of the museum's archives and collections, funded by the National Maritime Heritage Fund, are being digitized). By helping teachers to develop a deeper understanding and appreciation of this chapter of US history within the core curriculum and receive access to helpful lesson plans and new digital resources, this stage of the project will help improve instruction and connect different themes with artistic, cultural, and historical whaling topics, which will help raise student achievement in an exciting and engaging way. This session will also encourage teachers to collaborate with the Museum to work

with their students towards showcasing students' projects at the museum's *Family Day* (described below). Participating teachers will receive complimentary admission for the remainder of the school year to encourage the use of the museum as a resource.

- 3) Public Event: The *Reach!* Initiative also acknowledges the role families play in children's academic achievement, and has designed a public event to help families build positive emotions together. Research has validated how the pride of hitting a valued goal can encourage students to stay motivated and overcome challenges.⁷ Because parents play a critical role in building their child's sense of pride, students will be given the opportunity to showcase their learning of the whaling unit to their families in a Museum event called *Family Day!*. Projects inspired by the in-class visit and diverse work with their teacher will be on display for a May weekend event at the museum, including students' art projects, science posters, and even math findings calculating what whalers earned. For this high-attendance event, the museum will erect a tent on the front plaza. Educators will encourage families to create fun take-home crafts at stations placed throughout the exhibits and museum workshop. This event ties into research which has shown how people from lower socio-economic groups are also open to learning and appreciating new experiences once they have 'crossed the threshold,' and families will be more likely to become 'repeat users' at local museums.

- 4) Museum To You: *Reach!* incorporates research by the IMLS and Pew Research Center which document that an overwhelming percentage of parents of young children, especially those with annual incomes under \$50,000, believe that libraries are "very important" for their children, and are eager for more and varied family services.⁹ To extend learning opportunities to disadvantaged youth through a trusted venue, the Museum will expand its highly regarded *Museum-To-You* outreach program, where educators bring highly engaging, inquiry-based programs with museum artifacts to targeted libraries. In this project, nearby libraries in an underserved neighborhood will be offered free afterschool programs for grades 2-5 which explore STEAM and history-based topics connecting to seasonal themes, such as examining glass bottles from the collection in *Sea Glass Mosaic*, trying blubber experiments in *Arctic Habitats*, and designing a wooden ship model in *Build a Boat*. As building local identity was identified by researchers as an entry point into in cultural programs participation,¹⁰ programs will emphasize the area's cultural history. Because researchers have found that the benefits of participating in arts and cultural activities are most significant to those who participate in a sustained way, these programs will be offered monthly under the title *Culture Club!*

- 5) Camp Scholarship Program: An important component of the *Reach!* Initiative addresses the need to combat summer learning loss that has been demonstrated by a large body of research,¹¹ with lower-income and minority students showing greater degrees of loss.¹² *Reach!* augments the museum's successful summer learning programs, which help reverse such trends. The museum runs five 1-week camps every summer, providing fun hands-on activities combining history with STEAM topics. For the past 3 years, the museum has organized a scholarship fund for grades 2-5 supported by private donations to provide financial aid for economically disadvantaged youth to attend. Scholarships cover 50 to 100% of camp fees for students who receive free or reduced price lunches or submit a statement of financial hardship. This Initiative will augment the existing scholarship program to facilitate greater participation.

► **NEED:** Long Island is the most residentially segregated suburb in the country, with a starkly unequal distribution of wealth and well-being among communities. The affluence of its counties as a whole masks the needs of highly underserved communities, where 87,000 children live in poverty. The poverty rate on Long Island rose to 6.7 percent between 2011 and 2015 – the region's highest level since 1959.¹³ These figures are artificially low, since the federal poverty level does not take into account the region's marked high cost of living. With economic disparities comes a gap in academic achievement,¹⁴ worsened by a decline in engagement with cultural participation.¹⁵ As discussed earlier, students who see the greatest benefits from arts & cultural educational activities are getting it the least. Because research shows that disadvantaged students who have arts-rich experiences are more likely to achieve key positive outcomes,¹⁶ students will benefit from the intimate interaction with the Museum's collection and creative engagement.

Additionally, while a strong humanities & history background is essential to thrive in today's world, *Reach!* addresses the general deficits in national social studies education. Poll after poll reveals that many citizens are largely ignorant of basic tenets of American history, and schools are falling short in providing the nation's students with the necessary foundation.

Of the 20,000 people the Museum serves annually, the diversity of visitors is remarkably low, even with the recent growth of dynamic, relevant programming. Assessments at the admissions desk have shown that residents from low-income areas visit rarely. Nearby public schools in the same Township as the museum (within 6 miles) with Title 1 students do not visit for field trips. To better serve diverse communities, the Museum has adapted by successfully partnering with libraries to bring educational programs to neighboring disadvantaged neighborhoods, including Huntington libraries, but this partnership has been limited by funds both at the library and Museum. As the Museum outlined its plans for the future in 2017, the organization realized that a sustained investment to truly engage underserved communities would be needed to eliminate barriers to participation.

As a first step, the Museum initially undertook an internal review and evaluated its existing programs in relation to regional underserved communities. Next, the museum sought community input, prompting educational professionals, teachers, local community center staff, librarians, and stakeholders to share their perspectives on inclusion, identifying the needs of youth in underserved neighborhoods, barriers to engagement, and steps that should be taken for successful participation. Main outcomes

included: 1) The museum was viewed by as an established educational resource and valued site for learning opportunities. 2) Schools cut back significantly on field trips due to several barriers: the cost of transportation & the inability to afford transportation time due to the growing emphasis on the time needed to cover material on state tests and learning standards. In-class visits, if funded, would greatly enrich classroom learning. 3) Teachers in general had a weak or over-generalized understanding of whaling, and there was an absence of ideas of how to integrate the many aspects of whaling into different entry points of learning. 4) Libraries reported how public programming was cherished at their locations as a trusted space that welcomes children to explore, discover, and connect to the larger world, promoting lifelong learning. Their opinions are confirmed by research which shows how diverse cultural programs build cultural bridges for children and build academic skills.¹⁷ 5) While all students can fall behind academically during the summer break, students from low-income and minority families are affected disproportionately. Increasing the opportunities for disadvantaged students to continue summer learning in a fun way could make a difference for that child while mitigating monetary constraints. Using this feedback together with model strategies from other museums to shape a plan, the Museum developed the *Reach!* Initiative to fill the educational void that was identified.

► **BENEFICIARIES:** The primary beneficiaries are youth grades 2-5 and their families from disadvantaged neighborhoods in the neighboring school districts of Huntington Station and South Huntington public schools (all within 6 miles of the Museum). This project addresses the critical need for equitable arts education in Targeted Assistance schools which provide support to Title 1 students. Using 8 different demographic indicators, including poverty, Huntington Station was identified as a High-Needs Area in the 2016-2018 Community Needs Assessment of Suffolk County. Despite a significant body of evidence demonstrating how high-risk students benefit from arts education, there is a lack of access for these students to quality educational programs. Huntington Station's schools have not visited the Museum in years for lack of funding for both the visit and transportation. In the past several years, the Huntington Town Board has fueled community-driven revitalization ideas for Huntington Station. Dovetailing with these efforts, the Museum, located in the Township of Huntington, sees itself as a partner in using the arts to activate this underserved and depressed neighborhood. School teachers will also benefit from training & free visitation, designed to nurture their ability to use the museum as an extension of the classroom & integrate the arts into existing curriculum. Finally, families throughout the region will benefit from participating through museum-to-you programs and the Family Day!

► **STRATEGIC PLAN:** This project advances several objectives articulated in the Museum's 2017-2019 Strategic Plan which promotes education as the heart of the museum experience with the strategies: to increase access to the Museum's resources through targeted outreach efforts to communities with low visitation levels; provide a rich learning experience with inquiry-based methods to cultivate critical thinking and foster an attitude of discovery to help students learn and grow; serve a larger constituency by establishing the Museum as an integral partner in education; and improve awareness of the collection as an accessible and primary educational tool for students and teachers. *Reach!* gained unanimous support from the Museum's Board of Trustees to help fulfill the Museum's mission of making its educational activities available to all.

► **INSPIRE! GOALS:** This project aligns with the objectives of the Inspire! Grants which support a Museum of our size to address a priority in the Museum's strategic plan. The organization identifies as a small museum, and its exhibit space of 3,500 square feet is the smallest of 4 whaling museums in the country. The marketing slogan, *Small Museum – Big Story* is present on many promotional materials. Online reviews of the museum validate the public's perception of the museum as petite but mighty: "Small museum with huge knowledge of whaling"; "A Long Island treasure! Small museum that is well put together"; "It seems little, but the history and information packed in there is incredible"; "For a small place, it is excellently done." The 6,000-item collection is also the smallest of the whaling museums, diminutive compared to New Bedford's ¾ million items. With a budget just over \$500k, the museum employs 4 full time staff. Staff have presented often at museum conferences sharing inspiration on doing more with little resources.

► **CATEGORY GOALS:** *Reach!* increases the Museum's capability to meet Lifelong Learning goals because *Reach!*'s interrelated activities provide high-quality and inclusive educational opportunities that address the audience needs of economically disadvantaged youth. The project will expand established and successful educational experiences with high-quality content and strong collaboration to foster discovery, critical thinking, creativity, and problem solving using IMLS-recommended strategies. The project will generate measurable results to underserved youth in the community.

2. PROJECT WORK PLAN

► **ACTIVITIES** Synthesizing the input and insight of community partners with the museum's strategic plan and the goals of *Reach!*, this project bridges the following activities, evaluation, and performance measures:

- **School Program:** Project Manager will oversee the adaptation of museum curriculum shaped by theory and practice with feedback from a focus group within the Community Advisory Board; adapt pre- and post-visit packets to include specific supporting activities based on teacher input; In-school programs for 470 4th graders in South Huntington and 270 4th graders in Huntington, totaling 33 in-school sessions each year. *Outcome:* 4th grade students engaged in museum curriculum units will increase their interest in and knowledge of whaling history. *Indicators:* Designed School Program Curriculum ready for

implementation; Pre- and Post-Visit Packets for teachers; Number of participants; 80% of teachers find the in-class visits “highly effective” and 100% of teachers find the visits “effective”; Teachers find 75% of students demonstrate comprehension; Student engagement demonstrated by level of participation and task completion.

- **Community Engagement:** Plan and host a special event, *Family Day*, at Museum on May weekend in 2020 and 2021 to showcase whaling-themed student projects and educator-led activities, artifact exploration, and crafts with complimentary admission; schedule *Museum To You* Visits with Huntington & Huntington Station Libraries; implement monthly *Culture Club* sessions (24 total). *Outcome:* Families perceive the program as a positive, social, learning experience. *Indicators:* Exit Survey with participating families indicate 80%: -would attend Museum again; -perceive they learned something new -the program increased their interest; Feedback from teachers from sustained engagement culminating in displayed projects; Partner feedback at the end of each *Culture Club* session from librarians to document expectations and perceptions of program impact, including 80% of Librarians rating the sessions as “effective” or “very effective”; Libraries request further programming from the Museum.

- **Camp Program:** Schedule 5 camp weeks June-August 2020& 2021 (9am-12:30pm) for grades 2-5; Promote opportunity in marketing materials; Scholarship Committee (staff-trustees) evaluate applicants confidentially; Education staff plans curricula; each individual session will have specific objectives and activities mixing science inquiry with culturally relevant programming, an approach shown to be effective for underrepresented students.¹⁸ An introduction will follow with hands-on science experiments, craft projects, artifact explorations, and activity stations designed for varied learning styles and personal connections to concepts. At the close of the session, campers are encouraged to reflect on their new knowledge in journaling. *Outcome:* Participants gain knowledge in history and STEAM topics. *Indicators:* Number of applications; attendance records; campers will demonstrate knowledge gained in their Exploration Journals; staff feedback as educators reflect on successful engagement of participants and perceive the program increases understanding and interest; 80% campers can communicate new topics learned.

- **Professional Learning:** Museum will plan, conduct, and evaluate a professional development workshop for Grade 4 teachers who to familiarize them to build knowledge and experience before instructing students. After a self-evaluation of teachers’ own instruction methods, teachers will build familiarity in a “whaling crash course” and discover surprising and meaningful ways to explore diverse whaling topics. Teachers will also be guided through the museum’s brand-new online digital resource. *Outcome:* Teachers will increase their use of museum resources for supplementary instruction and improve knowledge of whaling; *Indicators:* 80% of the teachers feel “confident” or “very confident” to incorporate the themes into their classroom; 80% of teachers feel training was “effective” or “very effective.”

► **MATURITY** This project’s maturity level is the Scaling Phase as *Reach!* multiplies the success of established activities.

► **RISKS** This project involves close cooperation with Huntington & South Huntington Public Schools, teachers, and Long Island libraries. Should there be staff turnover, the Museum will continue to foster the relationship with schools and libraries, a key asset to this project. The Museum’s Community Advisory Group can help the project work through gaps and make program adjustments. Low attendance is a risk at library programs, but as learned from past museum activities, added incentives such as seasonally-connected craft projects and snacks help motivate regular session attendance.

► **MANAGEMENT** Elizabeth Fusco, Education Manager, will serve as Project Director. As part of her supervision of all operations of museum’s education department, including a wide range of interdisciplinary programs, she will apply her strong background in education to plan, implement, and manage the project. She has a B.F.A. in Fine Arts and a MA in Art Education. She will oversee a team of seasoned educators who bring a wealth of experience leading participatory workshops for both children and adults, and will work with the Business Manager for bookings, Assistant Director for marketing efforts, Executive Director for humanities content, and Collections Coordinator for needed artifacts. Engaged partners at schools and libraries will be communicated with throughout the phases of the project; in-person at a launch meeting at the start of the school year, and thereafter by phone and email, with a monthly e-update shared for communicating results.

► **SEQUENCE of ACTIVITIES** This 2-year project begins September 1, 2019 with a Community Advisory Group meeting. School visits will take place February-April 2020 and 2021, and the Summer Camp Program takes place June-August 2020 and 2021. Family Day will take place in May 2020 and 2021, and Culture Club will meet 24 times September 2019-August 2021. The project completes on August 31, 2021. Museum staff will undertake evaluations throughout the course of the project, and engagement partners will continue throughout. Museum presents findings with museum professionals at two conferences.

► **RESOURCES** IMLS funding will permit the organized expansion of an already established and successful program. The Education Manager will devote 6% of her time executing this project, and a team of 5 Museum Educators will contribute to the execution of the project delivering programs, working with teachers and the public, ordering supplies, and conducting evaluations. Marketing supplies will help promote successful public engagement.

► **TRACKING** Information from each of the described qualitative and quantitative evaluation components will be closely monitored by the Project Manager and used to refine *Reach!*’s approach – especially in the first year - including information gathered from students, teachers, focus group, Community Advisory Board, and contacts, whose ongoing feedback has always guided educational planning. Staff will set an ongoing meeting schedule to share findings from evaluations and feedback.

- ▶ **SHARING** Museum will publicize *Reach!*'s ability to engage underserved youth: 1) Share professional development resources and lessons learned in a meeting with the local museum network *Town of Huntington History Partnership* 2) Share results with industry professionals at the conferences of Museum Association of New York and Small Museum Association 3) Communicate with informal education practitioners through library and school systems 4) Share achievements with media, website & social media.
- ▶ **INVOLVING COMMUNITY** *Reach!* builds on its strong relationships and uses a mixed-methods strategy to involve multiple levels of the community, fostering relationships with local families, schools, and community organizations. The input, ideas and feedback of ambassadors in the museum's Community Advisory Group are key assets and will be invaluable in planning, implementation, and advisement of this program, including teachers, residents, and community leaders.

3. RESULTS

▶ **DATA COLLECTION** Educators will use printed Performance Measure Statements for students and teachers (at the conclusion of the visit), teachers (at the conclusion of the professional development session, and again in several months via link for e-voting), campers (at the end of camp week), visiting families on *Family Day*, and librarians and participants in the *Museum To You* library programs (session end). 80% of participants will either agree or strongly agree that their 1) *understanding* & 2) *interest* has increased as a result of the program, and they are 3) *confident* they can apply what they learned in the program. Further description of evaluation activities is provided in section 2. Data to be collected includes the number of participants, number of responses and response options, and non-responses. In addition to final outcomes, we will get ongoing feedback from our Community Advisory Group to meet periodically throughout the project. Educators will engage in ongoing reflection and dialogue with colleagues about the efficacy of the implementation. At the conclusion of the grant period, the Project Manager will provide a summary report of the data collected for the Museum, schools & libraries, and IMLS use.

▶ **INTENDED RESULTS** *Reach!*'s intended results include: Participation Growth: The museum will expand its reach to school students by 20%, and 1480 4th graders will have engaged in an in-school visit; 50 teachers will have participated in a professional development session at the museum; at least 200 family units (approximately 800 people) will participate in *Family Day*; 24 *Culture Club!* sessions in the *Museum To You* program will welcome up to 600 students; 50 more students will gain camp scholarships. Community Relationships: Continued communication and outreach efforts with current partners will sustain the success of the program. Audience Diversity: Built awareness and trust between a cultural institution and diverse local audiences, especially within communities that are underserved. Achievement: Increased understanding and interest in students, positive attitudes of students toward history topics, and increased teacher knowledge and efficacy with curriculum.

▶ **CHANGES IN KNOWLEDGE, ATTITUDES** It is clear that communities with cultural resources do better, even in spite of significant economic challenges. The Museum strives to develop a community of youth who are curious about history and confident about applying its lessons to their lives. The areas of participant growth anticipated include the following: Increased connection to history. 80% of students will report increased connection to maritime history. Improved preparedness to teach whaling-based topics in the classroom. 80% of teachers will report feeling more prepared to infuse whaling-themed topics into diverse activities in the classroom. Expanded Interest in future opportunities. 75% of children and families will express interest in ongoing participation with the *Culture Club* and ongoing Museum events.

▶ **TANGIBLE PRODUCTS** include both student, camp, and educator curriculum units and lesson plans; assessment materials and evaluation reports; program outlines and marketing materials for *Family Day* with shown student projects. Additionally, each session with youth will result in the creation of a take-home craft project, from carved scrimshaw with school students to sea glass art in library sessions to lighthouse designing in camp.

▶ **SUSTAINABILITY** Having demonstrated its value to local schools, continuing engagement will be pursued for students & teachers; learning materials for teachers will be available on the museum's website to download for free to facilitate learning outside the museum; *Family Day* participants will be primed for continuing engagement, which will build earned revenue; the product and reports of the program will provide evidence to potential funders and partners to continue supporting Museum activities, including replicating the program in other communities; finally, the Museum will serve as a model for other maritime & historical museums to serve additional audiences and remain viable as school-visitation patterns change.

▶ **DEFINING SUCCESS** The tracked measurement of outputs, attitudes, and projects will assess this project's progress. Outcome measurement is discussed with detail within each element of the proposed project work plan.

▶ **ORGANIZATIONAL CHANGE** The 80-year old museum has made a firm commitment to growing its educational reach. *Reach!* shapes this commitment into impact, growing the Museum's capability to collaborate with schools and libraries to better reach disadvantaged children. The Museum will utilize its strength of efficiency while working toward higher capacity.

▶ **MISSION** The multiple components in *Reach!* directly allow the museum to better serve the public and accomplish its mission to "engage the community" – the *entire* community – "in exploring the diversity of our whaling heritage and its impacts to enrich and inform our lives." Support of this project's initiative to increase programming capacity on several levels that addresses an identified need will connect the museum's mission to a community we otherwise would neglect to reach.

The Whaling Museum & Education Center – IMLS Application - Schedule of Completion

Year One	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Project Coordination												
Project Manager												
Staff Meetings												
Cultural Advisory Group Meetings												
School Learning												
Communicate with focus group, get feedback about barriers and interests												
Communicate with school contacts about <i>Reach!</i> goals and timeline												
Assess existing pre-post materials, make adaptations as necessary; Exec Dir makes recommendations for humanities content												
Programs take place												
Evaluation												
Professional Development												
<i>Upon notice of grant award, school district will be told to “save the date” for training. Staff time before Sept will <u>not</u> be charged to project. Staff will use feedback and teacher communication to design professional development session for teachers.</i>	--	--	--	--	--	--	--	--	--	--	--	--
Host Training												
Evaluation												
Public Engagement												
Plan activities for <i>Family Day!</i>												
Tent booking												
Communicate with teachers participating in student projects to be displayed for Family Day												
Invite Participating Students												
Market to general audiences – postcards, signage, press release												
Host Event												
Evaluation												
Museum-To-You <i>Culture Club</i> Scheduling												
<i>Culture Club</i> Takes Place												
Evaluation												
Camp Scholarship Program												
Plan camp curricula based on previous successful weeks												
Camp registration opens online. Market program to general public												
Scholarship Committee meets 1x month to discuss applications												
Camp weeks take place												
Evaluation												

