



Museums for America Grants

Sample Application MA-245499-OMS-20
Project Category: Community Anchors and Catalysts

Explora Science Center & Children's Museum of Albuquerque

Amount awarded by IMLS:	\$117,020
Amount of cost share:	\$119,503

The project description can be viewed in the IMLS Awarded Grants Search:
<https://www.ims.gov/grants/awarded/ma-245499-oms-20>

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2021 Museums for America grant program differ from those that guided the preparation of FY2020 applications. Be sure to use the instructions in the Notice of Funding Opportunity for the grant program and project category to which you are applying.

NARRATIVE: *Planting Seeds of STEM*

I. Project Justification

Explora is an experiential learning center in Albuquerque, New Mexico (NM), providing inquiry-based programs and exhibits that illuminate basic concepts in science, technology, engineering, art, and math (STEAM) for people of all ages. In this *Museums for America* proposal, Explora requests funding for *Planting Seeds of STEM*, a two-year project that will address IMLS' priorities of 1) promoting lifelong learning for families with diverse backgrounds and needs, and 2) building capacities of museums to improve the well-being of communities. Working with our diverse group of project partners at Three Sisters Kitchen, Village of Los Ranchos, Partnership for Community Action, New Mexico State University Master Gardener Program (NMSU), 4-H, Downtown Growers Market, South Valley Growers' Association, La Familia Growers' Market, Los Ranchos Growers' Market, Mandy's Farm, Desert Forge Foundation, Chispas Farm, Vida Verde Farm, Ts'uuya Farm, and Albuquerque Public Schools' Student, Family, and Community Supports Division (APS), Explora will utilize the Project Team's collective resources and expertise to address the underrepresentation of people of color in STEM courses and careers through a focus on the STEM concepts inherent in the rich agricultural traditions of NM.

What need will your project address, and how was it identified?: In addition to broadening participation in STEM, this project will address an important community-identified need for better preparation of NM's students for jobs that can end generational cycles of poverty. Explora came to understand this need during a series of community listening sessions, utilizing the Harwood Institute for Public Innovation's format for community conversations, which asks participants to describe their aspirations for their communities and barriers to change (Harwood, n.d.). Explora heard employers discuss the challenge of finding qualified applicants to fill open positions, often in STEM careers. Explora also heard from families daunted by how to prepare children for jobs that can end cycles of poverty. For many participants, their children will be the first in their families to go to college; parents described the struggle to know what steps should be followed to support children on pathways to STEM careers.

The most recent KIDS COUNT Data Report (Annie E. Casey Foundation, 2019) ranks NM 50th in the nation for education and 49th in economic well-being. One-fifth of NM's population lives in poverty, ranking it second worst in the nation. NM has a less-educated population than surrounding states, and change for the better is not expected in the near future. Research shows that 42% of young people born to families in the lowest fifth of income distribution will stay there (Isaacs, 2017). For these youth, post-secondary educational attainment is the best means of moving up the economic ladder. Approximately 2,600 STEM students graduate each year for 4,600 high-tech job openings in New Mexico (NM Legis. Finance Committee, 2016). However, students are ill-prepared for these jobs, especially low-income students of color. In the 2016-17 school year, only 13% of Hispanic 7th graders met/exceeded expectations on the state math assessment, compared to 31% of Caucasian students; 39% of Hispanic 7th graders met/exceeded expectations on the science assessment, compared to 66% of Caucasian students (NM Public Education Department, 2017). While Hispanics represent the largest minority group with measured interests in STEM fields, only 16% of Hispanic students who began college as STEM majors in 2004 completed a STEM degree by 2009 (White House Initiative on Educational Excellence for Hispanics, n.d.). The fundamental skills gap, belief gap, postsecondary education gap, geographic gap, and demographic gap all play a role in the underrepresentation of students of color in STEM (White, 2018). *Planting Seeds of STEM* will help keep students of color on pathways to STEM careers and contribute to the elimination of these gaps—broadening participation in STEM, diversifying the workforce, and improving economic outcomes in the long term.

Though faced with challenges, NM is rich in culture and tradition with a vast landscape ripe with agricultural activities. The state's earliest farmers were Native Americans, the Mogollon people, who grew the "three sisters," squash, beans, and corn, over 2,500 years ago (Bustillos, 2014). Today, NM is home to 25,044 farms, over 85% of

which are owned and run by local families (USDA, 2017), and agriculture is the second-fastest-growing industry in NM with 10.1% growth (NM Dept. of Workforce Solutions, 2017). NM has the highest percentage of persons of Hispanic or Latina origin among the 50 states; NM's young adults are 58.9% Hispanic (Mid-region Council of Governments, 2018). The share of farmers of Hispanic origin in New Mexico is 36%, compared to the U.S. average of 3%. Across the country 86,278, Hispanic farmers are in charge of their farms' day-to-day operations, and farms with Hispanic producers increased 13% between 2012 and 2017 (USDA, 2019). NM is the perfect place to increase Hispanic involvement in STEM courses and careers by highlighting the STEM content and expertise inherent in local agricultural traditions, increasing STEM confidence and identity within farming families.

Are others addressing this need? What other studies or best practices have you used in developing your project?: Momentum and interest in STEM workforce development has been steadily building in NM. In a 2016 report, our state's workforce was described as follows: "High unemployment, low job creation, high poverty, shrinking population, and limited education all present barriers to building a strong workforce...By 2020, most New Mexican students will not have the education, credentials, or degrees required to fill 63% of New Mexico's jobs" (New Mexico First, 2016). During a town hall, participants described possible solutions, including 1) systemic approaches to create pathways from schools to careers and 2) efforts to increase the number of graduates with STEM degrees or certificates. NM's U.S. Senators, Tom Udall and Martin Heinrich, agree and issued an opinion piece on NMPolitics.net, saying, "Building a better education pipeline from cradle-to-career that prepares all New Mexicans for STEM careers is the one sure way to build a better economic future" (Udall & Heinrich, 2018).

Others in NM have organized into coalitions focused on the increasing age of NM's farmers and strategies for replacing them with a younger generation who will shape the future of agriculture in our state through their work on key issues, like protecting NM's agricultural water supplies from being transferred for other uses (Horwath, 2017). Researchers in the College of Agricultural, Consumer, and Environmental Science at NMSU studied how small-scale farmers in Albuquerque's South Valley use land and water, their marketing practices, their agricultural objectives, and their perceptions of obstacles and challenges to agriculture in the area. Preserving agricultural traditions and lifestyles was the most commonly mentioned objective, showing once again how valuable the cultural farming traditions are in NM. Concerns over the future of agriculture also were shared, and these included a lack of scientific and technical knowledge about things like local soils, the relationship between weather and crop production, and the use of GIS, drones, and robotics in agriculture (Paradox, Holmes, Demouche, & Skaggs, 2014).

Who or what will benefit from your project?: By expanding Hispanic and Latina students' and families' views of STEM and increasing STEM identities as students better understand how generations-old agricultural traditions are, in fact, STEM-rich work, *Planting Seeds of STEM* tackles the challenge of broadening access to opportunities that help NM youth seize STEM jobs—in agricultural sciences and in other STEM fields—that can increase both individual and community prosperity. The Project Team seeks to increase participants' awareness of and motivation to pursue local STEM jobs that have the potential to support economic development in the region and end generational cycles of poverty. A recent study done by the Brookings Institution found that workers in STEM fields play a direct role in driving economic growth (Isaacs, 2017). Half of all STEM jobs are available to workers without a four-year college degree, and these jobs pay \$53,000 on average—a wage 10% higher than jobs with similar educational requirements. Research shows that graduates with STEM degrees enjoy higher wages, earning 26% more than non-STEM workers (Funk & Parker, 2018).

How will your project advance your institution's strategic plan?: Explora's current *Cradle through Career STEAM Learning Strategic Plan* aims to engage, educate, and employ NM students in science, engineering, and technical careers; the Explora board and staff identified STEM education and workforce development as a key strategic priority. *Planting Seeds of STEM* advances this strategic priority directly by connecting agricultural traditions, deeply embedded in many rural Hispanic families in NM, to STEM content and career pathways. The project complements Explora's strategic, three-part community engagement initiative—to listen, welcome, and co-

create—an initiative that has been formed through community listening sessions involving many of the project’s partners and their client families, to ensure maximum relevance to local stakeholders. *Planting Seeds of STEM* will take the Project Team’s work to the next level by helping us engage systemically to leverage strengths and resources, align our work, and address an adaptive problem—resulting in greater impact and community change.

How will your project address the goals of the MFA program and the Community Anchors & Catalysts category?: This project aligns with the following goals of IMLS’ *Transforming Communities* strategic plan: “IMLS supports learning and literacy for people of all ages through museums and libraries” and “IMLS strengthens the capacity of museums and libraries to improve the well-being of their communities” (IMLS, 2018). This community-based project will advance Explora’s efforts to move beyond being a community resource and into the role of community catalyst and significant contributor within broader community conversations, meeting the goals of the category.

II. Project Work Plan

What specific activities, including evaluation, will you carry out? How will collaborations be structured in a way that is equitable and mutually beneficial?: The Project Team has chosen one question as the frame for all of our collaborative work: Can we increase the participation of Hispanic students in STEM by working systemically to increase awareness of the STEM content already embedded in the rich agricultural traditions of NM? Hispanic and Latina students and their families will be recruited in collaboration with Project Team members. Partnership for Community Action will lead target population recruitment efforts in the South Valley, a rural, unincorporated area south of Albuquerque, and Village of Los Ranchos will lead recruitment in Los Ranchos, NM. The Project Team has developed a strategic framework informed by listening sessions, best practices for keeping students on STEM pathways, and current research that highlights the importance of exposing students to local STEM mentors and community science (Syed, Azmitia, & Cooper, 2011). With the long-term goal of increasing Hispanic participation in STEM, *Planting Seeds of STEM* will focus on producing and measuring an increase in:

- 1) Awareness of STEM taking place in the local farming community;
- 2) Exposure to STEM role models, especially farmers of color, in local food systems fields;
- 3) Interest in STEM content and careers; and
- 4) Self-identities as scientists—all through a focus on the traditional agricultural wisdom held by NM farmers and others working in local food networks.

The project will be undertaken with the involvement of several non-traditional audiences and cross-sector partners: 1) low-income students and families of color from the rural South Valley and the agriculture-rich Village of Los Ranchos; 2) farmers and others in food production networks in the same two areas; 3) agriculture program managers and agricultural scientists from NMSU and 4-H Youth Development; 4) science museum educators; and 5) non-profit advocacy organizations and service providers. Project stakeholders have expertise and perspectives that aren’t traditionally sought out by museums, and all will have formative input in the development of the initiative, oversee the implementation, assist with and reflect on evaluation efforts, facilitate programs, and ensure that Explora, as the lead organization, develops a complete understanding of the opportunities and needs. Additionally, these partner organizations, which have existing relationships of trust with local farming families, will play an important role in recruitment of program participants and will keep barriers to access top-of-mind for the Project Team. For example, meeting families where they are by embedding programs in rural communities and at growers’ markets will minimize common barriers of transportation and time. Language barriers and financial barriers also have been considered and addressed.

Planting Seeds of STEM involves five areas of aligned work:

- 1) Facilitation of a series of community conversations, designed to pull out the traditional agricultural wisdom of farmers and other members of agricultural and local food networks, elucidating the STEM content embedded in

- their work and identifying local STEM mentors in the field;
- 2) Co-development of new multigenerational family workshops based on the STEM content embedded in agriculture and food production and offered at four growers' markets;
 - 3) Co-development of week-long summer camp programs for students, offered at each project site;
 - 4) Increased capacity among museum professionals to co-create with local community partners in an effort to contribute to systemic change of community conditions; and
 - 5) Formative and summative evaluation and dissemination of learning with leaders in the museum field.

What is your project's maturity level? What are the risks to the project and how are they accounted for in the work plan?: *Planting Seeds of STEM* is in the Piloting Phase. The Project Team has considered the risks that will be faced and how they might be mitigated. One serious risk that all collaborative projects must consider is that, often, the grassroots communities most affected by an issue are not included in collective decision making. This can result in ignoring critical community knowledge, ownership, and support for sustainability and creating solutions that may not be appropriate for the population being served (Wolff, 2016). Our Project Team has minimized that risk by including members of the target audience (and organizations that serve that audience) on the Project Team.

Another risk faced when addressing community needs and underlying conditions is the potential treatment of adaptive challenges as if they were technical problems (Randall & Coakley, 2007). Technical problems cause high distress that can be alleviated quickly, because there's a specific problem and the technical know-how to provide solutions. Adaptive challenges take much longer to address and require new learning among many partners. Adaptive challenges, like increasing economic prosperity through better preparation for high-paying STEM jobs, require ongoing experiments, efforts, and attitudinal change. This risk will be mitigated by spending time in early planning meetings addressing the idea of technical vs. adaptive challenges to develop common language and shared understanding and by utilizing relationships built over years to support each other.

Explora's two previous co-creation projects have clarified other risks related to relationship-building, including not investing enough time early to build and nurture relationships among project partners and not clearly defining the process of co-creation right from the start. Other risks come from not clearly defining the responsibilities and expectations for all partners and from not being clear about consensus and final decision-making. Finally, another risk will be differences in communication styles among STEM professionals, museum educators, and local farming families. A dedicated Project Manager will schedule regular in-person meetings with clear agendas and time built in for both relationship building and activity development and will help mediate conversations, pointing out scientific or technical jargon and providing experiential analogs.

Who will plan, implement, and manage your project?: *Planting Seeds of STEM* will be planned, managed, and implemented at Explora by a team led by Deputy Director and Director of Community Engagement, Kristin Leigh, who has made authentic community engagement an institutional priority included in Explora's Strategic Plan. As the lead partner, Explora will provide coordination, management, and oversight of project activities. Explora will parlay its strengths—nationally-recognized informal science education programs, inquiry-based STEM exhibits, and engagement with over 90 community-based organizations—into support for the project. Explora is financially healthy with a \$5M budget and 100 staff. Explora has led and partnered on several IMLS- and NSF-funded projects and has the staff, budget, infrastructure, experience, and venue to host this work. Explora has marketing resources, tools, and staff for communicating with audiences in both English and Spanish and will maintain a platform for communication and coordination. Explora also is the backbone organization for STEM-NM, designated as one of 83 official STEM Learning Ecosystems in the country by the STEM Funders Network. STEM-NM also has chosen to address the underrepresentation of students of color in the STEM workforce as its major area of work. Explora and STEM-NM recently received a National Science Foundation INCLUDES grant (#1744541) to support aligned work creating STEM learning pathways for low-income students of color.

How does the makeup of the Project Team provide an opportunity to benefit from diverse perspectives, shared networks, and best practices?: Explora has experience working with community partners to co-develop solutions to critical community issues. That work has refined a three-part “listen, welcome, co-create” community engagement process that has been used successfully in previous IMLS-funded projects, *Experiential Science for Families Affected by Autism* (#MG-10-16-0079016) and *STEM Charging Stations for Young Children and Families* (# LG-94-17-0260-17). The Project Team expects this approach to lead to the creation of another highly-relevant initiative. Project Team members already have experimented together with small-scale projects to learn more about the opportunities and needs identified by the community. *Planting Seeds in STEM* partners will utilize combined resources and expertise, existing relationships and partnerships, and new research and recommendations to affect positive community change.

An Explora project management team will be comprised of Tara Henderson, Director of School and Community Programs; Caroline Rempe, an experienced educator and PhD scientist; and Victoria Roanhorse, School and Community Programs Manager. This team will work with the larger Project Team, which includes Anzia Bennett from Three Sisters Kitchen, Fergus Whitney from the Village of Los Ranchos, NM State Representative Javier Martínez from Partnership for Community Action, and Sara Moran from NMSU. Other partners include Reyna Banteah from Ts’uuyya Farm, Seth Malick with Vida Verde Farms, Casey Holland from Chispas Farm, Victor Versace from Desert Forge Foundation, Jessie Calero with Mandy’s Farm, Steve Beck from 4-H Youth, and experienced Explora educators, Lauren Butcher and Nicole Garcia. Additional project stakeholders include the students and client families of all of the above institutions, who will contribute to our understanding of the community need, prototype our deliverables, and participate in the evaluation plan.

As a test kitchen, community classroom, and local foods shop, Three Sisters Kitchen supports the incubation of new ideas and works towards a vision of a food-secure community with a deep commitment to food and economic justice. The Village of Los Ranchos was born from a desire for preservation of a rural lifestyle. Many extended Hispanic families reside in the Village on lands passed down for generations and continue long-held traditions of irrigation and raising animals. Los Ranchos cultivates a variety of partnership opportunities between landowners and agriculture professionals, including matching qualified farmers with open space in the village, offering a variety of education programs, and increasing agri-tourism through special events. Both Three Sisters Kitchen and Los Ranchos will be key project partners, helping to recruit 2-3 local STEM professionals each to incorporate their origin stories, excitement about their careers, and content knowledge into the curriculum being co-developed for family workshops and summer camps. Both organizations also will recruit ten families for the listening sessions and will serve as key advisors, reviewing all summer camp curriculum and growers market activities.

Partnership for Community Action (PCA) focuses on critical community issues like education, economic sustainability, and immigrant rights. PCA will be a key project partner/advisor, recruiting at least ten families for community listening sessions, the sharing of local wisdom and cultural traditions related to farming, agriculture, and healthy food, and prototyping the activities and programs developed in response. The Master Gardener Program at NMSU provides important STEM content expertise and will review all camp curriculum and growers’ market activities for content accuracy. Additionally, NMSU will provide 3-5 STEM mentors to work alongside students and families during project activities. Other partners, including Ts’uuyya Farm, Vida Verde Farms, Chispas Farm, Desert Forge Foundation, APS, Mandy’s Farm, and 4-H each will review 3-5 activities for camp and family workshops, provide critical feedback as well as local STEM mentors, with a focus on farmers of color.

Honorariums will be provided to each partner organization to subsidize the time and talent of key staff assigned to this project and to the STEM mentors who agree to participate in project activities with families. Funding also will be provided to an external evaluator from J. Sickler Consulting, LLC, who will develop and implement the evaluation plan. Additionally, funding is allocated for program planning and delivery, travel within the state, and one out-of-state conference a year. Explora will offer programs and memberships at no-charge to families. Finally, there will be expenses for consumable and non-consumable materials, curricular materials, and office supplies.

When and in what sequence will your activities occur? What time, financial, personnel, and other resources will you need to carry out the activities?: As described in the Schedule of Completion, Explora will begin work on this two-year project in September 2020 and complete it in August 2022. In Year One (Sept. 2020-Aug. 2021) Explora will convene monthly Project Team meetings for planning, brainstorming, vetting ideas, activity co-development, reflection, review of prototyping/evaluation, and ongoing relationship-building. Year One will begin with the Project Team doing a thorough review and compilation of learning gained through local asset-mapping, gap analyses, and recommendations made in the reports referenced previously. Three Sisters Kitchen, Explora, Village of Los Ranchos, and Partnership for Community Action will hold listening sessions with farmers and others in the local food system fields to better understand relevant aspirations and community conditions and gather feedback on cultural traditions, knowledge of STEM, and application to local agricultural needs. The Project Team will utilize the knowledge gained from project partners and local farmers to develop and refine a STEM curriculum that focuses on the concepts embedded within NM's rich agricultural tradition, like plant breeding and genetics, soil science, pollinators, irrigation and water resource management, botany, agroclimatology, and the robotics, drones, and GIS associated with agriculture of the future. The curriculum will be used in week-long summer camp programs for children in grades K-6 and multigenerational family workshops at local growers' markets. These programs will be facilitated in English and Spanish. Families participating in camp programs will be given no-cost family memberships to Explora, which will allow them unlimited access to continued family engagement with STEM. The external evaluator will provide ongoing evaluation throughout Year One to inform the Team's work and allow the team to change course, as needed. Near the end of the year, the Project Team will start drafting a Sustainability Plan and will present at one annual conference.

In Year Two (Sept. 2021-Aug. 2022) monthly Project Team meetings will continue. Explora, with feedback from project partners, will refine the curriculum and program design, based on results of the evaluation. New activities may be added, as identified through this iterative process. Multigenerational family programs will continue at local growers' markets, and camps will continue in Los Ranchos and the South Valley. Participants will continue scientific investigations, looking at different types of fruits and vegetables under loupes, adding drops of water to soils from different locations to analyze their abilities to absorb moisture, or exploring the hydrophobic properties of chia or ground flax. Attendance and participation in camp programs and multigenerational growers' market activities will be tracked. Families participating in summer camps will receive no-cost family memberships to Explora, allowing continued family engagement. The project evaluator will provide ongoing evaluation throughout Year Two and will produce a summative evaluation report. The Project Team will finalize a Sustainability Plan and will present project results at a professional conference.

How and with whom will you share your project's results? What barriers might there be for others who may wish to learn from your project?: Project results will be shared locally with all project partners and in a report that will be sent to everyone who participated in the listening sessions. Results also will be shared during a program at the NM Science Fiesta, one of the largest STEM education events in NM. Findings that serve as the basis for approaches, processes, tools, and resources for other museums and libraries will be shared with partners across the country. Explora is a member of the national STEM Learning Ecosystems STEM Workforce Development Community of Practice; this work may be shared as a webinar with this national community of practice and showcased during an annual STEM Learning Ecosystem Convening. Resources and findings from the project will be shared through presentations at conferences, facilitated by representatives from project partners. Because the project lead at Explora is an alumni fellow of the Noyce Leadership Institute (now the Informal Learning Leadership Collaborative), the resources and learning also will be shared among that network of 100+ leaders in the museum field, a group capable of creating systemic change in the way museums operate. Finally, project results will be shared locally with groups focused on food systems and on economic development. While some national partners may see the specificity of the target audience—Hispanic farming families—as a barrier to applying the project's learning, the entire southwestern United States has access to this audience, and similar learning can be applied to other groups steeped in agricultural

traditions. Results also will contribute to the body of work around culturally-relevant STEM teaching and learning.

III. Project Results

What are your project's intended results and how will they address the need, problem, or challenge you have identified? How will the knowledge, skills, behaviors, attitudes of the audience change as a result of your project? What data will you collect and report to measure your project's success?: Explora's Project Manager will work closely with the external evaluator to manage and implement the evaluation plan and will collect and report on the following performance measures:

Short-term Objectives: 1) 45 individuals participate in a series of community conversations that highlight the traditional agricultural wisdom of farmers and other members of the agricultural and local food networks; 2) 5,740 individuals participate in multigenerational family activities at growers' markets; 3) 336 students participate in week-long summer camp programs (affecting over 1,008 family members indirectly). Mid-term Objectives: 1) Students and their families show an increased awareness of the STEM taking place in the local farming community; 2) Participants in camps have increased exposure to STEM role models, especially farmers of color in local food system fields; 3) Students demonstrate increased self-identities as scientists; 4) Museum staff report an increase in confidence and competence engaging and co-creating with local community groups. Long-term Objective: 1) Students show increased interest and participation in STEM content and careers.

Evaluation will be conducted by J. Sickler Consulting (JSC), an external evaluation firm with deep experience in evaluating informal STEM learning experiences. JSC will work with Explora to develop and implement embedded evaluation tools that capture the changes in awareness and perceptions of STEM among K-6 student participants. The evaluation will utilize activity-like assessment tools that can be embedded in the camp and farmers' market activities; these embedded assessments typically feel less like "tests" to students than questionnaires do, yielding more authentic representations of what a learner understands, particularly when working with students with limitations in reading or writing English. The main focus of evaluation will be the one-week camp experiences, in which a modified version of the pre/post Draw-a-Scientist Test (Miele, 2014) will be used to assess how students' perceptions of STEM careers and connections with local agricultural wisdom change over the course of the week-long programs. Explora facilitators will aid with data-gathering on-site, and JSC will conduct analysis and reporting of the results. Analysis will code student drawings and annotations for which characteristics they use to represent what/who a scientist is and how those change from the beginning to the end of the camp. We will pilot methods with campers in Year One, using the information to improve the program and refine the method for a summative evaluation in Year Two. In addition, JSC will work with Explora to develop an embedded activity for the farmer's market booth, using a talk-back wall or voting activity in which children and adults respond to a prompt to share something they learned at the booth. Because the nature of engagement will be variable—with some children staying for longer periods of time and some staying just a few minutes—the experience needs to be flexible and participatory to engage as many visitors as possible. Data will be analyzed by coding themes in comments and/or tallying activity results, looking for differences between different conditions. Results will be reported to the Project Team each year, with methods adapted and refined based on what is learned at each phase.

What tangible products will result from your project? How will you sustain the benefits of your project?: Project deliverables will include a curriculum for agriculture-based STEM summer camps, a suite of agriculture-based activities for public audiences at growers' markets, and a replicable process museums can use to listen, welcome, and co-create with agriculture-focused community partners. The more engaged the museum is with the community, the more it becomes like a thread woven through a quilt; if the thread is pulled out, the quilt unravels. Because multiple partners share ownership of the project, there are more resources at the table to provide long-term support. As we move towards true engagement with partners, we can leverage each other's strengths and resources, support and stand up for each other's work, and have greater collective impact, helping all of our organizations be more stable and sustainable. Together, we can honor our state's rich agricultural traditions, increase participation of students of color in STEM, and increase family and community prosperity.

SCHEDULE OF COMPLETION: IMLS *Planting Seeds of STEM* Year One:

September 2020-August 2021

	September	October	November	December	January	February	March	April	May	June	July	August
Monthly Project Team meetings for planning & relationship-building												
Hold Community Listening Sessions												
Development of Family Workshop and activities for Growers' Market												
Planting seeds of STEM booth at Growers' Markets												
Development of Summer Camp Curriculum												
Teach Summer Camp												
Drafting of Sustainability Plan												
Annual Conference Presentation												
Ongoing project evaluation												

**SCHEDULE OF COMPLETION: IMLS *Planting Seeds of STEM* Year Two:
September 2021-August 2022**

	September	October	November	December	January	February	March	April	May	June	July	August
Monthly Project Team meetings for planning & relationship-building												
Revision and development of Family Workshop and activities for Growers' Market												
Planting seeds of STEM booth at Growers' Markets												
Revision and development of Summer Camp Curriculum												
Teach Summer Camp												
Finalize Sustainability Plan												
Annual Conference Presentation												
Ongoing project evaluation												