



Museum Grants for African American History and Culture

Sample Application MH-00-18-0024-18
“Institutional Capacity Building and Educational Program Support”

Lewis H. Latimer House Museum Flushing, NY

Amount awarded by IMLS:	\$67,807
Amount of cost share:	\$69,150

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

The Lewis H. Latimer House Museum requests support to hire an Educational Coordinator to book school trips, lead the regular tour program, organize after-school educational programs, expand outreach, assist the Executive Director with developing new educational initiatives, and collect data and feedback on these programs.

An Educational Coordinator is needed because: 1) the museum has launched 3 new after-school educational programs in 2017, which demands higher capacity to manage and expand in the coming years; 2) the museum will have designed a School Program package by end of spring 2018, thanks to an ongoing project funded by IMLS. The museum foresees a greater increase in school visits after completing this project with new School Program curricula and extensive outreach in Queens Borough; 3) it would enable the Executive Director (E.D.) to focus on development, strengthening the Board, and planning for more innovative cultural programming at the museum to offer to the public.

The Latimer House Museum plans to spend two years to implement the proposal. From August to September 2018, it would hire an Educational Coordinator (E.C.), to be trained by E.D. from September through December, to continue the School Program and coordinate other existing educational programs throughout the rest of the time frame. The E.D. would review IMLS grant responsibilities, the E.C.'s performance, and program outcomes quarterly in year one and three times in year two. The E.C. would attend professional development sessions. In January 2019 through July 2020, E.C. would expand the educational outreach to more districts in Queens and to other boroughs in New York City. Additionally, E.C. would help refine the curricula of existing programs and develop a new one for high school program.

The primary beneficiary of this project will be the school population in Queens. Data shows that the cultural capital per capita in Queens, which has the most diverse neighborhoods in the world with thriving immigrant populations, is the lowest amongst five boroughs of New York City. With expanded capacity, the Latimer House will offer affordable educational resources to a larger audience in Queens, and to build appreciation of the African American history and understanding between ethnicities in America, starting at the school level. Schools and families from other boroughs will also benefit from learning about the legacy of Lewis H. Latimer, especially during the outreach expansion of the project's second phase. The adult population in Queens will benefit indirectly from the museum's increased capacity to conduct public cultural programs.

The project will be evaluated based on quarterly interviews with E.C. to discuss progress and challenges, and feedback gathered from teachers, schools' principals and parent coordinators, child centers, individual families, and the Department of Education. The fluctuation in school visits and individual participants will be another indicator of the constituents' satisfaction with the programs. Alignment with the IMLS Agency and Performance Goal of Learning will be examined.

Narrative

Project Justification

The Lewis H. Latimer House Museum proposes to hire and train an Educational Coordinator (E.C.) to support existing educational programs, lead regular tour program, and assist developing and expanding new educational initiatives.

In 2017, the Latimer House Museum has successfully planned and implemented three new educational programs: Teen Thursdays program partnering with J.H.S. 189, led by New York City Department of Education; Cultural After School Adventures with P.S. 242 supported by New York City Council Initiative; and weekly STEAM (Science, Technology, Engineering, Art, and Math) program with Sunflower Daycare Center. The Museum works with students from middle school, elementary, and pre-K levels in the above programs, respectively. An Educational Coordinator is called for to strengthen and expand these programs, so the Museum could bring its resources to more community partners in Queens, an ethnically diverse county with more languages spoken than anywhere in the world. In fact, Queens is second in its population and number of cultural institutions in New York City, but ranks among the lowest in per capita cultural and educational funding. More cultural and educational resources are needed in Queens, and the Latimer House Museum can contribute to the cultural equity with higher capacity.

Furthermore, the Latimer House is currently developing a package for its School Program and actively conducting outreach to increase school visits, supported by a grant from **IMLS in FY17**. The focus of existing outreach is on adjacent school districts, as the letter of support (Supportingdoc3) demonstrates. Since the project started in August 2017, the Latimer House has seen a moderate increase of school trips -- from 6 in 2016 to 16 in 2017. By end of April 2018, the Museum will have designed new materials and will utilize them to further attract school groups. At the completion of this combined effort of curriculum development and outreach by end of July 2018, the Museum anticipates to receive a larger number of schools. The hiring of an Educational Coordinator will sustain and solidify the products of this ongoing effort.

The young generation in Queens will benefit from the enhanced institutional capacity. They will have greater opportunities to learn about African American history and culture, and gain understanding between ethnicities in America. The increased access to affordable educational resources is of evident importance to the immigrant communities and ethnic minorities in the area, who are often the most price-sensitive, underserved, and under-informed. In the second phase, as E.C. expands outreach activities, families and schools in other boroughs will also connect to Lewis H. Latimer's legacy more easily.

The project will enable the Executive Director, currently the only full-time staff member, to save time for board development, community engagement, and innovative programming. The Latimer House is in a continuing progress period, with its modest annual budget more than doubling from \$66,430 in FY17 (most

recent completed fiscal year) to \$146,428 in FY18 (current fiscal year), running a series of robust programs. The proposal plans to develop the E.C. into a permanent, full time position in the project's second year, thus achieve twice as much the institutional capacity as of now. The additional employee will have significant impact on the long-term, sustainable growth of the organization.

The proposed plan aligns tightly with two of AAHC's Performance Goals of Learning: Train and develop museum and library professionals; Develop and provide inclusive and accessible learning opportunities. Specifically, the project's goals are to train and retain the Educational Coordinator to be a leader and follower in the institution, with professional development opportunities and periodic assessment, and to simultaneously build the Museum's educational offerings towards equitable learning.

Project Work Plan

The project will be planned, implemented, and managed by the Executive Director in close collaboration with the Educational Coordinator, and will take two years to complete. Ran Yan, the Executive Director of Lewis H. Latimer House Museum, has been committed to building the Museum into a center of learning and cultural understanding in Flushing, Queens, with strong progress shown in the past 2 years. The Museum has more than doubled its attendance, established broad relationships with community partners, connected with the superintendent's offices in District 25 and 29, launched Tinker Lab, Teen Thursdays, pre-K STEAM, and CASA program for the Museum's educational offerings, and built the annual garden sculpture series as well as the film & literature series on race and immigration at the Latimer House. For this project the E.D. is donating one third of her hours as part of the shared cost, totaling \$40,500 for the two-year period, along with the outreach transportation cost, purchase of educational supplies, marketing, and indirect cost, which would be covered by earned income and other governmental and private funding. The sum of shared cost is \$67,250. Of the \$64,400 requested IMLS grant funding, \$2,000 will be used for E.C. to attend IMLS-designated meetings.

In August through September 2018, the Lewis H. Latimer House Museum will recruit the E.C. by posting the position on NYCMER (New York City Museum Educators Roundtable), NYFA (New York Foundation for the Arts), and Idealist. To increase the chance of finding the best candidates, the Museum will share the post with peer professionals, fellow museums, and cultural organizations in its network. Job interviews will be conducted by E.D. and the final hiring decision will be approved by the Board of Directors.

From September to December 2018, E.C. will be trained by the E.D. to lead group tours, school programs, and coordinate after-school activities. Throughout the rest of the project's time frame, E.C. will master the existing lesson plans, especially the School Program package which is currently being developed and will be completed in spring 2018, and will update the documents when necessary. E.C. will strengthen the museum's recently established relationships with local schools,

superintendent's offices, and New York City Department of Education, work with ongoing educational programs including Teen Thursdays, CASA (Cultural After School Adventures), and Pre-K STEAM Program, and train docents.

In January 2019-July 2020, under the direction of E.D., E.C. will gradually extend the Museum's outreach efforts first into more distant School Districts in Queens and then other boroughs in NYC. E.C. will contact more superintendents' offices, build connections with principals and parent coordinators, attend parent coordinators' district meetings, professional development days, and PTA meetings on behalf of the Lewis H. Latimer House Museum to promote its educational offerings.

Starting in August 2019, E.C. will increase working hours from 25hr/week to 35hr/week. He or she will broaden partnerships to expand the current educational programs. For instance, E.C. will utilize the Museum's comprehensive list of 30 child centers in Flushing, and cooperate with at least 2 centers on it. The Museum's goal is to add 2 more pre-K groups as long-term partners for the 8-week Pre-K STEAM Program, and one more local school to partner for the semester-long CASA program by July 2020. E.C. will work closely with teaching artists in the above programs.

From August 2019 to January 2020, E.C. will work with E.D. to develop a new after-school program for high school students, to fill in the gap of the Museum's after-school activities. This program will be promoted through July 2020.

The performance will be assessed based on the training results of docents, E.C.'s capability of handling the programs, keeping records, and maintaining relationships with other educators and stakeholders. E.D. will have biweekly meetings with E.C. to strategize, track progress, and ensure appropriate outcomes in the above areas. E.C. will conduct surveys of participating teachers, families, and schools, using the template previously designed by the Museum for school and family programs. E.C. will compare feedback, attendance and audience composition of different programs in order to generate effective report. In addition to the biweekly operational meetings with E.C., during the first year, E.D. will review performance and IMLS grant responsibilities quarterly. In the second year, E.D. will conduct the above overall evaluation once every 4 months. The evaluation will be incorporated into next steps for the project. The discoveries will be shared annually with IMLS, the Board of Directors, and E.C.

Project Results

In order to reach the Performance Goal of Learning to train and develop museum and library professionals and to develop and provide inclusive and accessible learning opportunities, the project's performance will be measured according to the following statement:

- a) *My understanding has increased as a result of this program/training.*
- b) *My interest in this subject has increased as a result of this program/training.*
- c) *I am confident I can apply what I learned in this program/training.*

The Executive Director will interview Educational Coordinator quarterly in the first year and once every four months in the second year to collect feedback from the E.C. on *a)* how his or her understanding of museum educational programs and the engagement with schools and families has changed, *b)* whether or not the E.C.'s interest in the work has increased, in what areas, and why, *c)* how confident E.C. feels over time about his or her job skills in different aspects of the work. E.C. will complete a survey (Please refer to Supportingdoc2: Latimer House Educational Coordinator Survey) before each interview so E.D. can target the evaluation interview questions.

E.C. will conduct surveys of the educational programs' participants to determine how successful the project is in developing and providing inclusive and accessible learning opportunities. The survey will collect data on how strongly participants feel that their understanding and/or interest have increased as a result of the program in corresponding subjects. By examining and comparing the answers from participants of different programs, the Museum will be able to draw conclusions as to how each program achieves differently and analyzing how they perform among different age groups, ethnicities, etc. (Please refer to Supportingdoc2: Latimer House Educational Program Participants Survey and Latimer House Educational Program Partners Survey.)

Project results will also be evaluated based on the progress of expanding partnerships on the pre-K STEAM Program and CASA Program, as it'll address the need of the Queens community for more cultural and educational offerings. The increased number of regular school visits will continue to be tracked and assessed in accordance with the outreach focus, to ensure increased access to inclusive learning opportunities. The E.D.'s capability to focus on other projects while the E.C. increases his or her responsibilities will be indicated by tracking the change in time E.D. spends on educational programs in contrast to other tasks.

The E.C. will be hired, trained, and would enhance his or her educational program design and managing skills, data collection and evaluation skills, outreach skills with local schools and families, among other intangible professional experience in the field of museum education. E.C. will also better understand the needs of various groups that the Museum serves, including people of African descent, Spanish and Asian immigrant communities, and different generations who interact with the educational programs. The participants in the Museum's educational programs will gain knowledge in African American history and culture, science such as electronic circuitry, arts & crafts such as print-making, architecture such as space design and three-dimensional thinking, and technology such as Scratch coding. The above different knowledge areas will be incorporated into the audience survey accordingly, as the survey examples suggest.

The tangible products will include refined versions of educational materials, and new curricula for a high school program in the second phase of the project, which will be shared with local high schools and used for future promotion and execution of the program. E.C. will also add to the Museum's list of educational outreach contacts to share with E.D. and internal stakeholders. The survey data and

evaluation reports produced during the project will be useful for E.D. and E.C. to adjust future strategies in conducting educational programs, build on strengths and improve weaknesses, and to discover opportunities for E.C.'s professional development.

In order to sustain the project results, E.D. will use the time saved by having E.C. run the educational programs to ensure that additional funding is obtained. So the Museum can continue to support the Educational Coordinator as a permanent, full-time position after the project ends in July 2020. Furthermore, E.D. will be able to approach more public and private grant resources because with the larger capacity added by E.C., the Museum can serve a larger constituency and reach more people in need.

Schedule of Completion – Institutional Capacity Building and Educational Program Support

Activities	2018					2019												2020							
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
Recruit & hire Educational Coordinator (E.C.)	█	█																							
Executive Director (E.D.) trains E.C.		█	█	█	█																				
E.C. organizes existing School Program & other educational projects			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
E.D. interviews E.C. & reviews performance, IMLS grant responsibilities			█			█			█			█				█				█					█
Survey educational programs' participants	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
E.C. attends conferences & trainings									█	█													█		
E.D. & E.C. refines existing curricula			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
E.C. expands outreach by attending school events and PTA meetings						█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
E.C. expands existing programs													█	█	█	█	█	█	█	█	█	█	█	█	█
E.C. recruits & trains museum docents						█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
E.D. & E.C. develop curricula for a new high school program													█	█	█	█	█	█							
E.C. promotes newly developed program													█	█	█	█	█	█	█	█	█	█	█	█	█
Share Results with IMLS, Board of Directors, Schools & Community Stakeholders											█	█											█	█	