



Museum Grants for African American History and Culture

Sample Application MH-00-19-0029-19
“MoAD in the Classroom”

**Museum of the African Diaspora
San Francisco, CA**

Amount awarded by IMLS: \$247,880
Amount of cost share: \$277,016

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 Museum Grants for African American History and Culture 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 to which you are applying.

IMLS Museum Grants for African American History and Culture: **Abstract** Museum of the African Diaspora

Museum of the African Diaspora (MoAD) in San Francisco, CA requests \$247,880 to expand its innovative educational outreach program, MoAD in the Classroom (MIC). MIC is a visual literacy and arts program offered to Title I and under-served third-grade students located across the San Francisco Bay Area. MoAD in the Classroom's design is research-based and follows a design strategy that was co-created with local area teachers. During the two-year project period MIC will 1) provide free classes and museum visits for over 2,750 students, 2) create new standards aligned curricular resources related to the art and culture of the African Diaspora, 3) provide over 40-hours of art integration professional development workshops to Title I teachers, and 4) develop an online portal for teachers across the globe to access free lesson plans, podcasts, and videos on the art and culture of the African Diaspora.

Recent research demonstrates that high-quality arts education can support student academic achievement and student success toward high school graduation. In the 2015 report, *A Blueprint for Creative Schools*, Create CA found that in the majority of school districts across the state of California, only 10% to 25% of students were engaging in some form of arts education. Additionally, due to new mandates from the CA Department of Education elementary classroom teachers are required to incorporate art into their other core subjects in order to use a variety of instructional approaches to make instruction individually and culturally relevant to all students. MoAD in the Classroom (MIC) is positioned to provide San Francisco Bay Area teachers with culturally relevant arts integration curriculum and experiences. MIC targets third-grade classrooms in low-income, underserved communities of the San Francisco Bay Area with the most poverty and lowest academic performance among students of color, including Oakland, Berkeley, Emeryville, San Francisco, and South San Francisco.

MIC offers students a unique, three-pronged learning experience: two preparation visits to their classroom by an MIC teaching artist, each classroom visit is followed by a facilitated field trip to MoAD where students practice looking at and speaking about contemporary art using visual arts vocabulary, finally MIC teaching artists return to each classroom to lead students through an exploration of their learning by completing an art project completed over four visits. Classroom teachers are supported through over 40-hours of arts integration professional development workshops. The combination of student experiences, paired with teacher professional development allows MoAD to formalize and deepen our relationship with between 20 and 30 schools across the San Francisco Bay Area region.

MoAD will implement the MIC program for two years, beginning in August 2019 and concluding in July 2021. First, we will develop and print student curricular booklets for the major exhibitions on view for the 2019-20 season. Next, the lesson plans will be digitized and accompanied with videos and podcasts available for free download on the museum's website. Beginning in December 2019, MIC will offer participating teachers free professional development workshops on arts integration in their classrooms. In January 2020, the in-class, museum visits, and art production aspects of the program will begin along with evaluation activities. In the second program year, MoAD will continue with the aforementioned activities while also developing additional lesson plans and expanding our number of classrooms participating in the program. Lastly, we will intensify marketing the free online resources to reach schools beyond our local region. Programmatic success will be tracked and measured through a multifaceted evaluation approach facilitated by an external evaluation team, including teacher and student surveys, program observations, focus groups, and attendance records.

1. Project Justification

What do you propose to do?

Museum of the African Diaspora (MoAD) requests \$247,880 to expand its educational outreach program, MoAD in the Classroom (MIC). MIC is a visual literacy and arts program that will be offered to 1,250 area third-grade students in the first year and increase to another 1,500 students in the second year. The program, entering its sixth year of operation, is an evidence-based arts program that is consistent with recent research showing that coordinated school visits to museums increase children's confidence and ability to retain knowledge while adding to their depth of knowledge in critical content areas such as social studies and history.

The objective of MIC is to work collaboratively with public school classroom teachers and MIC Teaching Artists to build an integrated arts program highlighting themes of the African Diaspora through art and culture. To increase program impact, MIC will provide free professional development workshops for area teachers with the goal of empowering Title I teachers to meet the newly adopted California Teaching Performance Expectations (June 2016), which require teachers to access community resources including arts integration to make instruction individually and culturally relevant to all students¹.

As one of the only museums in the world that exclusively celebrates the art and history of the African Diaspora, MoAD understands the importance of expanding the reach of MIC beyond our local region. To this effect, we will launch a page on the museum's main website dedicated to MoAD in the Classroom curriculum. The page will include lesson plans developed over the past three years along with instructional videos and podcasts enabling teachers located anywhere in the world to access the resources and replicate the program for their students. The online component will allow MIC to reach thousands of additional students per year and will continue to expand as new resources are developed. To ensure the curriculum is easily incorporated into classrooms across the country and accessible to the widest possible audience of educators, MoAD will form a Curriculum Advisory Committee (CAC) comprised of five master teachers.

What need, problem or challenge will your project address, and how was it identified?

Recent research demonstrates that high-quality arts education can support student academic achievement and student success toward high school graduation. Furthermore, according to decades of research by the Arts Education Partnership (AEP), students who are highly involved in the arts outperform students who have had little or no arts involvement, particularly within the school environment². In 2012 the National Endowment for the Arts published *The Arts and Achievement in At-Risk Youth*, a study that examined the findings of four longitudinal studies sponsored by the U.S. Department of Education. The report found that low-income students attending high-poverty, low-performing schools are the students who most benefit from arts education. Additionally, disadvantaged youth experience even greater learning benefits from arts education than their more financially resourced peers³. However, data from both the California Department of Education and U.S. Department of Education demonstrates that these same students are the population with the least amount of access to arts education opportunities. Not surprisingly, underperforming students are often barred from school arts programs in favor of remedial instruction in math and English.

In the 2015 report, *A Blueprint for Creative Schools*, Create CA found that in the majority of school districts across the state of California, only 10% to 25% of students were engaging in some form of arts education.

¹ See *California Teaching Performance Expectations* Adopted June 2016: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0

² See Arts Education Partnership (2013). *Preparing Students for the Next America*. <http://www.aep-arts.org/wp-content/uploads/2013/04/Preparing-Students-for-the-Next-America-FINAL.pdf>

³ Catterall, J.S., Dumais, S.A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: Findings from four longitudinal studies*. Washington, DC: National Endowment for the Arts.

Due to extreme budget cuts, most schools do not have dedicated, trained arts teachers on staff⁴. This fact is illuminated by MoAD's experience working with local schools. Of the fourteen schools served by MoAD in the Classroom (MIC) in the 2016-17 school year, only one had a dedicated art teacher. Due to new mandates from the CA Department of Education the classroom teachers in the other schools are required to incorporate art into their other core subjects in order to use a variety of instructional approaches to make instruction individually and culturally relevant to all students. The difficulty of a teacher trying to incorporate the arts into math and English Language Arts is a daunting task, particularly when teachers are not adequately trained to teach the arts.

MoAD in the Classroom (MIC) is positioned to provide San Francisco Bay Area teachers with culturally relevant arts integration curriculum and experiences. Furthermore, the program is intentionally geared toward low-income, underserved students of color. MIC targets third-grade classrooms in low-income, underserved communities of the San Francisco Bay Area with the most poverty and lowest academic performance among students of color, including Oakland, Berkeley, Emeryville, San Francisco, and South San Francisco. Longitudinal research and education policy makers across the country agree that third-grade is the most pivotal year in determining a student's future success in achieving high school graduation.

The structure of MIC was designed through feedback sessions and in partnership with local teachers. MIC began as a literacy building program in 2013; however, in the spring of 2015 the program switched its focus to building visual arts literacy and hands-on art making experiences for students. The impetus for the switch was based on focus groups held with participating classroom teachers – most of which still participate in the program each year. The focus groups revealed that MoAD's strength is in the visual arts, an area in which a large number of public school teachers had no formal training. Furthermore, research in the field of arts education indicates that professional development opportunities increase the likelihood of teacher success implementing arts integration⁵. Each year, MoAD holds focus groups with teachers to re-evaluate program effectiveness and adjust curriculum, program implementation, and teaching artist training.

Who or what will benefit from your project?

Local Students: A minimum of 2,750 third-grade students from Title I schools in the San Francisco Bay Area will be served over the two-year IMLS grant period. These students will receive two in-class visits from MoAD Teaching Artists, two museum field trips, and four additional visits to their classrooms focused on the creation of artwork. Target students are students who live at or below the poverty line in the target cities. According to the California Poverty Measurement developed by the Public Policy Institute of California (PPIC), the rates are much higher in the MIC targeted communities, with an average of 27.9% of children in poorer Bay Area census tracts living well below the poverty line. These students live in communities with little to no access to the arts due to their schools having very limited discretionary funds. Research demonstrates that disadvantaged students attending low performing schools need experiential and project based learning opportunities in order to develop the confidence and motivation to succeed in school and become lifelong learners. Furthermore, teachers need additional professional development beyond the traditional "R's" (Reading, Writing, and Arithmetic) in order to effectively serve students who need more support.

Local Teachers: Teachers across the San Francisco Bay Area have very few resources to support arts integration into their classrooms, with the exception of expensive continuing education opportunities that a teacher must seek on their own time. MIC enhances the existing services for teachers and students by providing funding for professional development opportunities and student-centered arts integration lessons, providing teachers with a better understanding of the positive impact of arts on student's academic

⁴ See California Alliance for Arts Education (2015). *Status of Arts Education in California Public Schools*. http://www.artsed411.org/resources/status_of_arts_ed_in_public_schools

⁵ Burnaford, G. et al. (2009). *A Study of Professional Development for Arts Teachers: Building Curriculum, Community, and Leadership in Elementary Schools*. *Journal for Learning through the Arts*, 5(1).

performance and personal development, and access to a cultural institution through free admission and transportation. Title I teachers across the Bay Area will be invited to participate in up to 40-hours of professional development in arts integration. The workshops will take place on Saturdays at the museum and at other partner cultural institutions with the goal of incorporating content related to arts integration and the art of the African Diaspora into their existing classroom curriculum. Teachers who complete the workshops will be eligible to receive continuing education units (CEUs) through Mills College.

Families of Participating Students and other Stakeholders: As a final assessment of student learning, students will complete a arts based project which allows them to engage in a long-term investigation and demonstrate what they have learned over the course of the program. As a culminating event, students make their projects public by displaying and presenting them to peers, family members, and other stakeholders beyond their classroom. Each classroom will pick the top student art project. An awards ceremony will be hosted at the museum to honor the winning projects, in which family members and other members of the school communities will be invited to attend.

Students and Teachers Beyond Our Local Community: The lesson plans, plus videos and podcasts on how to effectively implement the MIC curriculum, will be made available on the museum's website for free download. Offering the resources free on our website will allow the curriculum to be accessible to thousands of teachers located at all points of the globe. In addition to the exhibition focused curriculum developed each year, the program will develop additional resources for the online component to connect themes of the African Diaspora and visual arts into other areas of third grade curriculum, such as English Language Arts and Social Studies. The goal of these additional materials is to make MoAD content relevant and useful to classrooms outside of our geographic area, who are unable to visit the museum.

How will your project enhance the capacity of your institution?

MIC directly supports MoAD's strategic plan developed in 2015. The plan states that the education department will "engage and reach our local and global audiences through innovative technology and other program and service delivery mechanisms." The MoAD strategic plan also emphasizes supporting students and teachers both within and outside of the San Francisco Bay Area by offering "innovative education programs and professional development workshops... [to] support academic enrichment, lifelong learning and professional and personal development." Presently the Museum is working on updating that plan in a more nimble and responsive way, working with a *pro bono* team from PricewaterhouseCoopers. Together with the Museum they are crafting a vision and platform for MoAD 2020 with a focus on financial sustainability. The three pillars on which they are building their analysis and recommendations are: the mandate to educate, the visitor/brand experience, and nurturing digital communities. This application really could not be more well aligned at the intersection of these three priorities. The Museum has also recently hired a Deputy Director and Chief Development Officer, James G. Leventhal. Leventhal has put a grant pipeline process in place and has six new grant requests out to support MIC. Based on the last successful IMLS application, the Museum was able to secure an important two-year grant for MIC in the amount of \$100,000. It is because of the investment and endorsement of the IMLS that other important donors are willing to add their resources to make this essential program possible.

How will your project address the goals of the Museums Grants for African American History and Culture program to build the capacity of African American museums and support the growth and development of museum professionals?

MoAD in the Classroom aligns with the goals of the Museum Grants for African American History and Culture program by directly supporting **lifelong learning** through "learning and literacy" for students, teachers, and family members. The program is explicitly designed to reach students from traditionally underserved and under-resourced communities. The museum is also committed to serving a diverse community by targeting schools that serve a multicultural array of students, teachers, and families. The program will also **increase public access** through the offering of free workshops for teachers working at our

partner Title I schools furthers our goal of inclusivity and commitment to increase access to new resources to historically marginalized students and teachers. A study by the Annie E. Casey Foundation demonstrates that students not reading proficiently by the end of third-grade are four times more likely than proficient readers to drop out of high school⁶. While MIC does not focus exclusively on literacy development, the aforementioned research makes it clear that arts education is one of the most effective tools for improving student engagement in students who are struggling academically.

2. Project Work Plan

What specific activities, including evaluation and performance measurements, will you carry out?

With support from IMLS in the 2015 grant cycle, MIC expanded from 475 students served per year, to almost 1,000 students by the close of the last school year. The program expanded from four schools to 14 schools and from 10 to 34 classrooms served across the region. The program hired a full-time School & Community Outreach Coordinator and switched from a literacy based program to a visual arts and visual literacy program. We produced three new curriculum booklets and piloted teacher workshops and visual art production classes. Due to the success of the program and the wide demand for curricular resources about the art and culture of the African Diaspora, MoAD will continue to build upon the program structure and scale up by producing new curricular units and making all of our resources accessible and available free of charge on our website. The arts integration workshops will be expanded and offered to a wider array of public school teachers beyond only those able to participate in the full program. More students will gain access to the museum through field trips. Teachers have informed us that the greatest deterrent for them to bring a class to the museum is transportation costs; consequently, the program offers travel stipends to address this concern. Students travel to the museum using public transportation, where possible, or chartered school buses. Since the targeted schools have limited discretionary funds, the museum covers 100% of the student transportation costs. MoAD will evaluate the MIC program using a variety of methods including surveys, observation notes, focus groups, interviews, and attendance data. Performance measures are as follows:

Goal 1: Increase the number of students served each year through MIC.

Performance Measure a) Number of participants (baseline 1,000)

Intended Results Year 1: 1,250 (25% increase)
 Year 2: 1,500 (50% increase)

Goal 2: Increase the number of teachers served by professional development workshops.

Performance Measure a) Number of participants (baseline 22)

Intended Results Year 1: 40 (81.8% increase)
 Year 2: 50 (127% increase)

Goal 3: Number of students demonstrating at least a 50% increase in visual arts vocabulary and understanding of arts concepts.

Performance Measure a) Student score between pre- and post-program assessment

Intended Results Year 1: 70% will demonstrate at least a 50% increase
 Year 2: 80% will demonstrate at least a 50% increase

Goal 4: Number of students reporting at least a 50% increase in confidence creating and interpreting visual arts projects.

Performance Measure a) Teacher response to survey statement

b) Student response to survey statement

Intended Results Year 1: 80% will agree or strongly agree with the statement
 Year 2: 90% will agree or strongly agree with the statement

Goal 5: Number of students reporting at least a 50% increase in ability to use art to make connections to personal history.

Performance Measure a) Teacher response to survey statement

b) Student response to survey statement

Intended Results Year 1: 80% will agree or strongly agree with the statement

Year 2: 90% will agree or strongly agree with the statement

Goal 6: Number of students reporting that the program provided them with new experiences.

Performance Measure a) Teacher response to survey statement

b) Student response to survey statement

Intended Results Year 1: 80% will agree or strongly agree with the statement

Year 2: 90% will agree or strongly agree with the statement

Goal 7: Number of teachers reporting an increased ability to integrate arts into their curriculum as a result of MIC professional development workshops.

Performance Measure a) Teacher response to survey statement

Intended Results Year 1: 80% will agree or strongly agree with the statement

Year 2: 90% will agree or strongly agree with the statement

What are the risks to the project and are they accounted for in the work plan?

The primary risk to this program is securing buy-in from teachers to incorporate the lesson plans into their classroom curriculum. MoAD mitigates this risk through a multipronged approach. Each year, we invite participating teachers to the museum for an initial orientation. Teachers are invited to review the curriculum and provide feedback to ensure the material is age-appropriate and meets the learning goals of the widest array of teachers possible. MoAD is also forming a Curriculum Advisory Committee (CAC) comprised of teachers from all school districts where our programs operate, with a special emphasis on recruiting teachers who have participated in MIC for several years. The CAC will review the curriculum and help museum staff and curriculum writers to ensure all lesson plans align with state and national learning targets for third grade. Lastly, transportation for students to get to the museum has always posed a barrier for Title I schools. To this effect, MoAD covers all transportation costs for schools without access to public transportation systems. With this in mind, the greatest risk to this program is funding. MoAD is confident that the demand and process of outreach are on track for consistent growth. The Museum has begun making education a funding priority and is seeing important success from current and new funders – individuals, corporations and foundations – still the need to secure ongoing and new funding continually is very significant. The recent grant from the Hearst Foundation, for example, is one where after a period of granting to the Museum the Foundation, by design, takes a period off from funding every grantee.

Who will plan, implement, and manage your project?

Demetri Broxton, Senior Director of Education will take the lead on planning, implementation, managing, and evaluating the project. Broxton has over 16 years of experience working in the field of education and the arts. To facilitate the program expansion efforts and ensure the program is highly organized and accessible to the widest possible audience, MoAD will hire an MIC Project Coordinator. The Coordinator will also take the lead on organizing the training for teaching artists and will assist with content development for curriculum. Lesson plans and website integration will be developed by a curriculum writing consultant with feedback from MoAD’s Curriculum Advisory Committee. Teacher workshops will be facilitated by the Alameda County Office of Education’s Integrated Learning Specialist Program and evaluation efforts will be led by the external evaluation agency, Public Profit.

When and in what sequence will your activities occur?

Activity	Time Frame
Hire MIC Project Coordinator	August - October 2019

Convening of Curriculum Advisory Committee	Quarterly throughout the grant period
Evaluation activities	Monthly throughout the grant period
Onboard Curriculum Writing Consultant	November – December 2019
Research & write/record lesson plans, videos & podcasts	October – January each program year
Training of MIC Teaching Artists	Beginning October 2019 – Monthly (Oct – Jun) each program year
Print MIC Student Activity Books	Late October each year
Teacher program orientation	November – December each year
Classroom visits & museum field trips (two school visits & two museum visits per classroom)	January – May each program year
Teacher professional development workshops	December – June each program year
Teaching artists teach project-based art projects (four classes per classroom)	April – June each program year
Student Work Showcases	June each program year
Launch online lesson plans, videos & podcasts (three lesson plans per year)	June – July each program year
Publish Evaluation Findings Report	July – August each program year

What time, financial, personnel, and other resources will you need to carry out the activities?

The total budget for the MIC program over two years is \$524,8967. MoAD requests \$247,880 from IMLS in support of this project. MoAD will provide \$277,016 in cost share funds. Personnel, supplies and all related program costs are detailed in the attached Budget Form and Justification.

How will you track your progress toward achieving your intended results?

This project will utilize the services of Public Profit, an external evaluator, who will be charged with observing project activities, assessing the program through a variety of qualitative and quantitative metrics, including surveys, focus groups, and observations. Additionally, feedback will be collected from museum staff, contracted teaching artists, community members, and the Curriculum Advisory Committee.

How and with whom will you share your project’s results?

The final evaluation findings report will be shared with IMLS, school site partners, MoAD board members, and other project partners and stakeholders. The evaluation findings report will not only inform the delivery and design of the MIC program, but it will also inform design of all the museum’s other education programs. When possible, the findings report will be shared at annual museum conferences (AAM, AAAM, etc.) and journals to share the project’s evolution and lessons learned with the museum field.

3. Project Results

Referring to the Agency-Level Goal selected on the Program Information Sheet prepared for your application, review the Performance Measure Statements appropriate for your project and describe how you will collect and report the corresponding data:

The MIC program is principally designed with the performance goal to **promote lifelong learning** for both students and teachers. To this effect, evaluation efforts will focus on the following three performance statements: 1) My understanding has increased as a result of this program/training, 2) My interest in this subject has increased as a result of this program/training, 3) I am confident I can apply what I learned in this program/training. Data will be collected through attendance sheets by MoAD staff. All other evaluation components including surveys, focus groups, and program observations will be administered by the external evaluator, Public Profit. Public Profit will create an evaluation findings report at the end of the project term. Data collected by Public Profit goes into each year’s continuous improvement cycle and is used to make

curricular and programmatic adjustments to better meet the needs of partner classrooms. CAC teachers will also advise on improving the growth and impact of the program each year.

Referring to your Project Justification, describe your project's intended results that will address the need, problem, or challenge you have identified.

A challenge for Title I schools in the San Francisco Bay Area is access to arts education opportunities. Recent research demonstrates that low-income students attending high-poverty, low performing schools benefit the most from arts education; however, these are the student populations with the least amount of access to arts education. Furthermore, new mandates from the CA Department of Education require all classroom teachers to incorporate the arts into their core subjects. Unfortunately, these teachers have very limited or no opportunities to receive training on how to teach the arts.

MIC will provide students with unique, free learning experiences that are engaging, culturally relevant, and aligned to National and California State Common Core Standards. The teachers of these same students will be provided with in-depth professional development workshops to better enable them to integrate the arts into their classroom curriculum. The multifaceted approach to the MIC program is designed to empower students and teachers to have meaningful and transformative educational experiences that can have lasting impacts far beyond the two-year project period.

How will the knowledge, skills, behaviors, and/or attitudes of the intended audience change as a result of your project?

Students will experience an increased visual arts vocabulary and understanding of art concepts, they will also have increased confidence in creating and interpreting visual arts projects. We hope that by designing final projects to be connected to students' personal stories, they will gain a greater understanding of African and African American culture, while also making connections to their personal histories. Lastly, we hope students have new experiences which support them making both academic and personal gains. Teachers will have increased capacity to integrate the arts into their core academic curriculum and gain access to a wide array of resources about the art, history, and culture of the African Diaspora and support students in their self-discovery. The project will also enhance the knowledge, skills, and attitudes of the MoAD in the Classroom Teaching Artists and MoAD staff members by providing us a deeper connection to our local education community and enhance our ability to reach global audiences through our online resources.

What tangible products will result from your project?

The project will yield several tangible products: student curriculum booklets (one per year), a minimum of five online curricular units per year available for free download on the museum's website which will be accessible in all points of the globe with internet access, videos and podcasts available on the website, as well as a final printed evaluation findings report from Public Profit.

How will you sustain the benefit(s) of your project?

MoAD in the Classroom will serve as the framework for all other future education programs at the museum. The museum will continue to work with the partner schools, Alameda County Office of Education, curriculum writer, and the Curriculum Advisory Committee. The wide level of visibility will establish MoAD as the central hub for teachers looking for resources to teach about the art and cultures of the African Diaspora. After the initial program development is completed, the museum will continue to support the program through diverse funding streams including operating funds, contributed income from corporate sponsors and foundations, and the museum's fund-a-need at our annual gala which raises funds from individual donors.

