



## **Museums for America**

**Sample Application MA-10-16-0274-16**  
**Project Category: Learning Experiences**  
**Funding Level: \$25,001-\$150,000**

### **San Antonio Museum of Art**

Amount awarded by IMLS:	\$67,000
Amount of cost share:	\$270,218

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing narratives for FY2017 applications differ from those that guided the preparation of previous applications. Be sure to use the narrative instructions in the FY2017 Notice of Funding Opportunity for the grant program and project category to which you are applying.

## **IMLS Museums for America – Learning Experiences Project Abstract**

The San Antonio Museum of Art respectfully requests a grant of \$67,000 to be used over a two-year period from the Institute of Museum and Library Services to evaluate and support the School Partnership Program (SPP) and Guided Tour program, and to conduct an impact assessment of the multi-year SPP and an outcomes evaluation of the single-visit Guided Tour program. SPP is a free, arts-based education program designed for students in economically-underserved schools in San Antonio. Created in 2012, the program now serves ten area schools, with a population that is predominately Hispanic and has been classified as low-income. The two-year research and evaluation project will be undertaken by Museum staff and led by Brian Kisida, an evaluation consultant at the University of Arkansas and principal investigator of a large-scale study conducted at the Crystal Bridges Museum of American Art, and Dr. Daniel H. Bowen of Texas A&M University.

This project will build on an Audience Study conducted by the Museum in 2012 on the impact of our Guided Tour program, which demonstrated the positive effects of the single-visit, 50-minute tours and informed the design of the year-to-year format of SPP. Since this evaluation, we have identified both the need for audience-based research to inform the Museum's future plans for school programs, as well as the importance of securing more evidence to validate the role of art museums in educational infrastructure and their sustained contribution to society. As art education and field trips to museums become increasingly rare in school schedules, we wish to better understand the effects of exposure to art and art museums and to help educators justify the instructional time and cost of integrating art education and school field trips into their curricula. There is consensus in the field that more research is necessary to identify the benefits to students of engaging with original works of art during school visits to art museums, and more specifically, engaging year after year as in the SPP model.

The evaluation will measure and compare the benefits gained by two grade levels of students participating in SPPs to those of students participating in single-visit guided Museum tours in similar grade levels, as well as to a control group defined by students who have not participated in a Museum tour or program. The evaluation results will identify benchmarks to guide us in subsequent SPP evaluations to measure the long-term effects of the program on students who participate continuously in SPP, from pre-K through elementary and/or middle school or high school. As our Audience Study also underscored the need to attract more families with children and to help them feel welcomed and comfortable in the Museum, the secondary goal of the evaluation will be to measure the impact of these programs on family engagement at the Museum.

Upon the evaluation's completion, the Museum will analyze the data to identify best practices that can be applied to the continued development of the SPP model and to the Museum's single-visit 50-minute school tour program, family engagement methods, and teaching practices. Results of the evaluation will inform adjustments to SPP program design, the Guided Tour program, and programs and resources for families. Results will be disseminated to museums, educators, funders, and other members of the educational and cultural communities with a goal to better understand and communicate the effects of exposure to art through art museums and to help educators recognize the value of art education and museum field trips.

The San Antonio Museum of Art provides a unique venue for this type of evaluation. Our permanent collection includes more than 25,000 works of art representing over 5,000 years of history and cultures from around the world with major collections of Egyptian, Greek and Roman antiquities; Asian art; Latin American art; American art; European art; and Contemporary art. Additionally, SPP provides an excellent framework for the evaluation. The program, which began in 2012, has been received with excitement and enthusiasm by both school staff members and students, and teachers have reported marked increases in the learning outcomes we measure. Further research will improve all educational programs offered at the Museum and educate the wider community about the value of art education in schools.

## **IMLS Museums for America – Learning Experiences Project Narrative**

### **Statement of Need**

*Proposed Project:* The San Antonio Museum of Art seeks a two-year, \$67,000, Museums for America – Learning Experiences grant to evaluate and support the delivery of the School Partnership Program (SPP) and Guided Tour program. The proposed project will allow the Museum to conduct a multi-year impact assessment of SPP as compared to an outcomes evaluation of the single-visit Guided Tour program. SPP is a customized, bilingual, student-centered program that integrates art into schools’ core curricula longitudinally -- through multiple school years -- and promotes family engagement with the Museum. During the 2014-2015 school year, 4,404 students from ten schools participated in SPP, representing 23% of students served on-site by the Museum’s school programs during the school year. SPP schools include six elementary, three K-8, and one high school. Students participating in the free program engage in a pre-visit classroom activity followed by a four-hour, interactive Museum visit later in the week. SPP students visit the Museum each year; by the time they matriculate through school, they will have participated in a classroom pre-visit activity and Museum visit between six and ten times. SPP curriculum is designed in close collaboration with teachers and school administrators. Each grade-level visit supports a distinct set of learning and skill-development objectives, builds upon previous visits, and provides ways to experience the Museum’s vast art collections through a variety of perspectives and disciplines.

The Museum’s fifty-minute, single-visit Guided Tour program reaches a random sampling of students in participating schools. Guided Tours are student-centered and bilingual, and a choice of eleven topics is offered, including collection-specific and theme-based tours. During the 2014-2015 school year, 10,061 students participated in the Guided Tour program, representing 52% of students served by our on-site school programs during the school year. A common objective of both SPP and Guided Tours is to encourage students to invite their families to the Museum as a way to deepen students’ experiences with our art collection. Students participating in the programs receive a Free Family Pass granting the student and family free admission; the Museum hosts four Family Days for SPP students throughout the year. Our goal to increase availability of and access to programs that engage families supports a city-wide effort to promote cultural, artistic, and educational institutions as accessible “classrooms” for intergenerational and meaningful family interactions and to change perception among non-visitors that the Museum is not a prime destination for families with children.

The multi-year design of SPP provides a unique opportunity to measure learning and assess the impact and effectiveness of prolonged exposure to art on students. An impact assessment of sustained participation in SPP and an outcomes evaluation of single-visit Guided Tours will clarify the value and benefits, both planned and emergent, of the two arts-based student programs. Evaluation design, method and tool development, data analysis, and final reports for both programs will be performed by contract evaluators Dr. Brian Kisida and Dr. Daniel H. Bowen. Evaluation data will be collected by Museum educators, docents, and volunteers. The SPP evaluation will focus on fourth and fifth grade students, the two grade levels that will have experienced the highest concentration of SPP programming at the time of the study, and results will be compared to those of a control group. The Guided Tour outcomes evaluation will be conducted with students in grade levels similar to those students most commonly represented in the Guided Tour program attendance data. Randomized distribution of two different evaluations within each sample classroom before the Guided Tour and a reversed distribution of the same two evaluations following the Guided Tour will create a valid control group within each classroom participating in the evaluation. A secondary component of the evaluation will assess program effectiveness in increasing attendance to and comfort levels with the Museum among families of SPP and Guided Tour students. Finally, an evaluation assessing the impact of Museum educators and volunteer docents participating in SPP training and delivery will measure shifts in interest and understanding of art and art museum-related learning outcomes for students. Evaluation results will inform adjustments to program design and resources for families and will measure the program impact. Results will be shared with education leaders, school teachers and administrators, the museum field, and those involved in arts education and education policy and funding.

*Need, Problem, Challenge:* Securing evidence-based data on our multi-year versus single-visit student programs has become increasingly vital with the demand for both exceeding the Museum’s capacity and the hunger of data-savvy funders becoming more acute. Thoroughly measuring the benefits of these two programs can greatly strengthen the case for support and pave the way for increased funding in areas of greatest impact. In 2012, in a Guided Tours outcomes evaluation, teachers articulated benefits of the single-visit program: students were, “engaged, learned new vocabulary, had positive attitudes about the visit, felt welcomed to the Museum, and had fun.” However, teachers were less able to voice how students benefitted in other ways. The evaluation was completed several months prior to the 2012 launch of SPP, which was developed with more specific student outcomes in mind through co-planning curriculum with teachers and implementing student- and outcomes-centered trainings with program leaders.

The National Art Education Association and Association of Art Museum Directors research initiative *Impact of Art Museum Programs on K-12 Students* speaks to the field’s consensus that more research is needed to identify the benefits to students of engaging with original works of art during school visits to art museums in order to validate art museums’ role in the educational infrastructure and their sustained contribution to society. Multiple studies demonstrate that visits to art museums positively impacts students. The Isabella Stewart Gardner Museum study, *Thinking Through Art*, reports that exposure to and involvement in their multiple-visit arts-based program enhances skills essential to higher student achievement including critical thinking skills such as observation and interpretation. Likewise, a Crystal Bridges Museum of American Art’s study showed students who engaged with original works of art, even on one school field trip, demonstrated higher levels of social tolerance, greater historical empathy, and a stronger and lasting interest in cultural institutions. Over the past 30 years, however, many schools have deleted art instruction and museum field trips from their curricula. Evaluation of SPP and Guided Tours will enable the Museum to contribute to this important discussion.

The Museum’s 2012-2017 strategic plan places audience development at the heart of its operations. From 2011 to 2013, we conducted an IMLS-funded Audience Study to collect data in four areas: an audience study, which gathered comprehensive demographic and psychographic visitor data; an experience study, which tracked Museum visitors to gain insight into their experiences; an outcomes study, which measured what visitors took away from their experiences; and a non-visitor study, which collected data about people who do not visit and why. Study results provided a road map to build, measure, target, and track our visitors, including student audiences. Demographic data reflected that 29% of Museum visitors identified as Latino, 5% spoke Spanish primarily at home, 2% spoke both Spanish and English at home, and 25% had a household income of less than \$35,000. In contrast, the U.S. Census estimates that 64% of San Antonio’s population is Hispanic, 45% of the population speaks Spanish at home, and 40% of households have an income of less than \$35,000. The Museum is committed to serving an audience reflective of our city’s demographics, and the study reinforced a need for expanded outreach to the Latino and Spanish-speaking communities. Ninety-five percent of SPP students are Latino; we offer the program in both English and Spanish, a need identified by the study.

San Antonio Area Foundation’s report *School Arts Education and Developing Audiences for the Future* highlights the negative impact that decreased access to the arts for students has had on building future audiences. The report emphasizes the need for “gateway experiences”, or early arts exposure, to help individuals develop positive attitudes towards the arts. Arts exposure is more effective when begun at a young age and experiences are sustained. Additionally, at-risk and low-income youth often have reduced access to these experiences, resulting in a limited appreciation for and support of the arts later in life. However, the Crystal Bridges study demonstrates that benefits of museum visits are generally much larger for economically disadvantaged students. This project will contribute to San Antonio’s need to increase arts access for students with less advantaged backgrounds, beginning at a young age.

Finally, the 2011-2013 study identified a need for the Museum to attract more families with children and to help them feel welcomed and comfortable. Fourteen percent of independent visitors were intergenerational, and non-visitors perceived the Museum as having little to engage children. In response, the Museum expanded its family programs to provide additional learning opportunities for various developmental stages and learning styles, including programs for caregivers and 0-18 month-old children, 2-4 year-old children, and programs and

self-led learning opportunities for intergenerational visitors. According to SAAF's report *Involving Families in Out-of-School Time Program*, families involved in out-of-school time programs are more likely to be involved in their children's education. We recognized that the Museum could also play a critical role in supporting student and family engagement during key transition periods during a child's school years by increasing access to family engagement opportunities through school programs. Barriers to family participation include a low comfort level with institutions hosting programs. Support offered by this grant will help identify ways to increase access and comfort level by evaluating families that participate in two Museum family programs: SPP Family Days, which are free Sunday programs targeted specifically to SPP families and include exhibitions of student artwork made during SPP visits, and Free Family Passes, a program that distributes free bilingual family passes to every student who attends a school tour to encourage Museum attendance as a family.

*Beneficiaries of Project:* The project's direct beneficiaries will be students participating in SPP and Guided Tours. During the two-year grant period, the Museum will serve approximately 4,400 SPP students/year and 10,000/year students through Guided Tours, for a total of over 28,800 students. The study, however, measures learning outcomes from a portion of these students. Because the SPP curriculum connects arts learning with school objectives by grade level, each grade level's Museum visit builds on content delivered the previous year and supports classroom teaching. Teachers meet with Museum educators annually to discuss, adjust, or develop arts-based curriculum based on teacher and chaperone evaluations of program successes and needs for improvement. Museum educators and docents benefit from monthly trainings about the SPP curriculum, and transfer new knowledge and teaching techniques to Guided Tours. The ability to articulate specific benefits of SPP, Guided Tours, and exposure to the visual arts for students from the evaluation results will benefit teachers, Museum educators, and docents. Results will be shared widely, benefitting education leaders, school teachers and administrators, the museum field, and those involved in arts education and education policy and funding. Finally, increased Museum access for families of students participating in SPP and Guided Tours through Family Days and Free Family Passes will provide opportunities for families to visit the Museum, generate increased comfort level, and encourage return visits.

*Advancement of Strategic Plan:* In 2012, the Museum developed a five-year strategic plan to build on previously-set goals and address our growing role in San Antonio's visual arts community and rise in visibility and attendance. The plan outlines four concepts: Collections, Campus, Community and Capacity. Long-term Community goals include positioning the Museum as San Antonio's premier cultural destination; becoming a national leader in community engagement with a focus on Latino audiences; engaging an increasingly diverse visitorship; playing an essential role in our visitors' educational life by providing dynamic and thoughtful programs; and increasing community awareness of and engagement with the Museum. The effort to achieve these goals is largely made by the Museum's Education Department, which provides a number of creative learning opportunities for the approximately 130,000 people who visit the Museum each year. We conduct nearly 650 guided tours and 475 educational programs annually including lectures, family art days and films, school and community group tours, artist-led and educator workshops, scholarly symposia, and collection-related performances and films. Goals specific to the Education Department include: 1) Expand the school group tour program to significantly increase the number of students visiting the Museum on school field trips; 2) Provide customized workshops and curriculum consultation for teachers and school administrators; 3) Promote our ability to customize tour experiences for students to area schools; 4) Expand SPP's reach and depth; 5) Design Museum activities that build upon and correlate with state education standards, tour content, and skills; and 6) Enhance school group tours with pre- and post-visit classroom activities, family activities, and teacher involvement in program development. SPP implementation and evaluation, which will clarify the values and benefits of SPP and Guided Tours and the impact of these programs on family engagement, will support goals outlined in our strategic plan.

*Goals of Program:* This project aligns with the Learning Experiences goal to place the learner at the center and support engaging experiences in museums that prepare people to be full participants in their local communities and our global society by focusing on specific schools and customizing curriculum to students' needs, skills, and prior knowledge. We provide access to our collection, design themes to build strength in

targeted academic areas and develop new skills and ways of thinking, offer activities to more fully involve parents in their children's education, and provide students opportunities to display artworks at the Museum to encourage pride in original artistic creation. Our effort to evaluate SPP's effects on student learning and character development and plans to share our findings will be significant in terms of articulating and validating the benefits of student art engagement opportunities.

## **Impact**

*Performance Goals and Measure Statements:* The project's primary Learning Performance Goal is to **develop and provide inclusive and accessible learning opportunities** to students through this project. These evaluations will determine if these programs successfully increased students' understanding of and interest in art, both intended outcomes. A second Learning Performance Goal is to **train and develop museum professionals**. Museum educators and docents receive monthly training during the school year on topics related to art history, history, and art making, and connections to disciplines such as math, science, and language arts; teaching and touring techniques; student vocabulary development; student developmental stages and capacities; and SPP and Guided Tours program objectives. Museum educator and docents will work closely together during SPP and Guided Tours and the evaluation design, implementation, analysis, and reporting processes. During the evaluation design phase, educators, docents, and contract evaluators will create a plan to measure whether these trainings successfully increase Museum educator and docents' understanding of and interest in student learning and teaching objectives with the Museum's art collections.

*Intended results:* 1) SPP impact assessment will help the Museum articulate benefits to students who interact yearly with our art collection throughout their school years and re-assess program development goals and intended outcomes; 2) Guided Tour outcome assessment will help the Museum articulate benefits to students who have single-visit interactions with our collection and reassess program development goals and intended outcomes; 3) Evaluations will measure whether students are more likely to return with their families to the Museum as a result of SPP or Guided Tour participation, and identify similarities and differences between two programs with unique tour structures; 4) Evaluation results will allow Museum staff, educators, and docents, and SPP teachers and administrators to better articulate the benefits of exposure to the Museum's art collection; 5) Delivery and evaluation of both programs will provide Museum educators, docents, SPP teachers, and administrators with professional development opportunities through program training and alterations in program design, teaching strategies, and intended outcomes as a result of the evaluation; 6) Evaluation results will contribute to the discussion on benefits of access to visual arts for students among the art museum, art education, and education policy community; 7) Evaluation results provide objective data for strengthening the case for support for the growth and enhancement of high impact programs; 8) Evaluations will measure the two programs' contribution to students understanding of and interest in art and an increase in Museum educators' and docents' understanding of student learning and teaching objectives using the Museum's art collection and finally, 8) SPP and Guided Tour delivery will increase student access to the Museum's art collection, encourage diversity of ideas, skills, and experiences through exposure to art, and encourage students to return to the Museum with their families;

*Change in audiences' knowledge, skills, behaviors, and attitudes:* SPP and Guided Tour evaluation will be the primary method of measuring changes in audiences' knowledge, skills, behaviors, or attitudes. While additional outcomes will emerge during the evaluation, some of the outcomes that we anticipate are as follows:

**SPP students** - Students' four-hour Museum visits include viewing and examining artworks in our collection and participating in two tour-related creative learning activities. Although curriculum varies from school to school, the following provides an example of one school's vertically-aligned themes and intended learning outcomes: *Museum in a Box* introduces 5th graders to the concepts of a museum as a place where objects of historical, artistic, or cultural interest are collected, stored, conserved and exhibited and of exhibit planning and design, while developing research, problem solving, leadership, and team building skills. *Math in Art* introduces or reinforces 4<sup>th</sup> graders to math concepts (lines, shapes, patterns, symmetry, rotation) by analyzing art and using research, geometry, spatial reasoning, and motor skills. Similarly integrated curricula

are planned and available for pre-K through 3<sup>rd</sup> grade students, as well as 6<sup>th</sup> through 8<sup>th</sup> grade students. We anticipate the impact assessment will demonstrate that sustained exposure to the arts has a greater influence on students than on those with no access to the Museum's SPP, and that additional outcomes will emerge from the evaluation data.

**Teachers** – Teachers will show increased ability to voice the benefits of student Museum visits; stronger interest in teaching with art; increased knowledge of art and history; and increased attendance and comfort level with the Museum. **Families** – We expect the number of Museum visits to increase and higher comfort levels with these visits, increased ability to discuss art with their children, and ability to articulate the benefits of family Museum visits. **Museum educators and docents** – We expect to see increased ability to articulate the benefits of student Museum visits, make tours student-centered, and adapt to a variety of learning styles; connections of in-gallery learning to students' prior knowledge and experience; and awareness of best practice in gallery teaching techniques.

*Project Products:* Analysis and study of the SPP program will result in curriculum and training materials revision. The evaluation design process will produce an evaluation plan and data collection tools and protocols, which can serve as models for other museums and evaluators, and an evaluation results report, which will be shared widely.

*Sustainability:* 1) SPP began in 2012 at one school and now serves ten schools; Guided Tours serves 10,000 students annually. Growth in these programs has been sustained through strategic increases in resources and reflective practice to ensure their continued development; 2) The Museum is experienced in conducting large evaluations and using the data to make institution-wide decisions; and 3) Museum attendance has increased by 45% over the past two years; we expect this growth to continue.

## **Project Design**

*Project Delivery, Evaluation and Measurements:* SPP and Guided Tour delivery and the SPP impact assessment and Guided Tour outcomes evaluation will take place from October 1, 2016 - September 30, 2018.

*Meetings with SPP Teachers:* Museum educators meet with SPP classroom teachers prior to student visits to discuss, adjust, or develop curriculum based on evaluative feedback from the previous year's program. Planning meetings include Museum educator(s) and classroom teacher(s) selected by the schools' grade-level chairs or grade level teachers. Curriculum planning discussion topics include teachers' goals, grade levels' average academic aptitude, language needed for program delivery, ways art can be used to reinforce core curriculum areas, specific student needs and learning styles, and details about the school community's culture, including school pride, parent involvement level, and details about students' home life and family values.

*SPP Pre-visits and Museum Visits:* Each grade level curriculum builds on content delivered the previous year. Most SPP students will have participated in a pre-visit classroom activity and Museum visit 6 - 10 times by school completion. During pre-visits, Museum educators and docents discuss content to be explored during the Museum visit, and students participate in art viewing and a hands-on activity related to the tour's theme. Pre-visits are intended to increase student familiarity and comfort with the Museum, set expectations for the Museum visit, and encourage students to consider and anticipate their own learning goals.

*SPP and Guided Tour Training:* SPP training for Museum educators and docents includes teaching and learning assumptions, information about students' developmental stages and behavior patterns by grade level, schedule and objectives for each Museum visit, tips for tour and behavior management, details about the school community's culture, material review, and modeling student-centered and arts-based teaching techniques. Guided tour training for docents includes many of the same elements as SPP in addition to art historical context.

*Family Participation:* Each student receives a Free Family Pass, coded to enable the Museum to measure if participation in SPP or Guided Tours increases family visits to the Museum. During our four Family Days, which are targeted specifically to SPP school families, a selection of students' artworks made during SPPs are featured in an exhibition. SPP students, teachers, and families are invited to attend free of charge. Bus

reimbursement funds are available, snacks are provided, and school representatives and SPP Museum educators are available to welcome and provide an orientation for families and honor student artists.

*Evaluation:* A SPP impact assessment and Guided Tour outcomes evaluation will clarify the value and benefits of the two student arts-based programs. Evaluation design, method and tool development, data analysis, and final reports for both programs will be performed by contract evaluators Dr. Brian Kisida and Dr. Daniel H. Bowen of the University of Arkansas and Texas A&M University, respectively, in collaboration with other key project staff and SPP contacts. Museum educators, docents, and volunteers will collect evaluation data. SPP evaluation will focus on fourth and fifth grade students, the two grade levels that will have experienced the highest concentration of SPP programming when the study begins. SPP evaluation data will be gathered through post-visit questionnaires during Year 2 of the project to allow for an additional cycle of SPP to occur. Schools serving students with similar demographics but not participating in SPP will also complete the questionnaires, serving as a control group. Separately, an evaluation of the Guided Tour outcomes will be conducted with a sample of students in grade levels that reflect the equivalent grade-level distribution of those participating in the Guided Tour program. Randomized distribution of two different evaluations within each sample classroom before the Guided Tour, and a reversed distribution of the same two evaluations following the Guided Tour, will create a valid control group and treatment group within each classroom participating in the evaluation. A secondary component of the evaluation will assess the programs' effectiveness in increasing attendance to and comfort levels with the Museum among SPP families and Guided Tour students as well as the impact of the programs on Museum educators and docents.

*Evaluation Results Dissemination:* The dissemination plan developed at the grant period's start will guide Museum staff and contract evaluators during the two years. Program delivery and evaluation plans and results will be shared throughout the project. Evaluation results will inform adjustments to SPP program design, Guided Tours, and family programs and resources and will clarify the benefits and values students experience as a result of the programs. This will be shared with education leaders, school teachers and administrators, the museum field, and those involved in arts education and education policy and funding.

*Project Staffing and Management:* Katie Luber, Ph.D., The Kelso Director of the Museum, will oversee development of the project's evaluation and dissemination of evaluation results. Katie Erickson, AT&T Director of Education and Project Director, will manage the project in collaboration with Dr. Luber and Lindsey Smith, Manager of Teacher and School Programs. She will also manage the project budget and timeline, evaluation development and implementation, interim and final reporting, and co-manage evaluation results dissemination. Lindsey Smith, who serves as the main contact for SPP schools and trains docents and on-call educators for SPP, will oversee all aspects of SPP and Guided Tour delivery and co-manage data collection, budget, and evaluation result dissemination. Jessica Nelson, School Programs Coordinator, schedules SPP on-call educators, serves as main contact for several SPP schools, leads SPP pre-visits and Museum visits, and trains docents; she will collect data for both evaluations. On-Call Educators who currently lead SPP pre-visits and Museum visits and train docents, will collect data for both evaluations. Christine Torgerson, Tour Scheduler, will manage the tour and SPP calendars, schedule each student visit and recruit participants for Guided Tour evaluations. Robert Langston, Coordinator for Teacher Programs, Curriculum and Interpretation, leads student Museum visits and trains docents; he will collect data for both evaluations. Noel "Bella" Merriam, Family and Community Programs Manager, will assist with evaluation development and delivery for families and work with the school programs team to prepare for SPP Family Days.

Brian Kisida and Daniel H. Bowen will guide all components of the evaluation including tools, data collection protocol, analysis, and reporting. Previously, the Museum worked with the Institute for Learning Innovation and Audience Focus, both of which focus on evaluation of learning in informal learning environments such as museums. Evaluation data will be collected by Museum educators, docents, and interns who will follow the data collection protocol established during the development of evaluation methodology.

Judy Geelhoed, Executive Director of the San Antonio Independent School District Foundation, will assist the Museum with several components of the evaluation including advising the Museum while seeking



permission to survey students, gaining access to student data collected by the school district that will support the evaluation, and identifying control group schools for the SPP impact assessment.

*Sequence of Activities:* Upon funding notification, the Museum will finalize agreement with evaluation contractors to design, analyze, and report on the evaluation project. Planning, scheduling, training, and delivery of SPP and Guided Tours, and distribution of Free Family Passes to participating students will take place during 2016-2017 and 2017-2018 school years. During summer of 2017 and the following school year, Museum educators will revise SPP curriculum based on feedback from teachers and students. Four Family Days, which will feature artworks made by SPP students and invitations to SPP and non-SPP (control group) schools, will take place in November, February, March, and May of the school year. SPP teacher and administrator professional development workshops are offered each year and scheduled upon request. Evaluation planning and design of data collection tools and protocols for Guided Tours and SPP Family Days is scheduled for October - December 2016. At this time, a plan to disseminate the evaluation results will be created, and the Museum's SPP outcome evaluation tool will be revised and implemented as a way to conduct exploratory research into ways our target audiences are benefitting from SPP. Additionally, program elements that are and are not working will continued to be identified through in-depth conversations with our audiences and student observations as they engage in project activities. The Museum will also work with schools and districts to secure the appropriate permissions for student evaluations beginning in November 2016.

Guided Tour evaluations will take place February 2017 - January 2018; data collector trainings will take place prior to the start of data collection and throughout the process, if necessary. The impact assessment evaluation plan and design of SPP data collection tools and protocols will take place May - July 2017, based on the previous year's program delivery and exploratory research results. SPP evaluation will take place January - March 2018; data collector trainings will take place prior to the start of collection. Free Family Pass program data collection will take place throughout the year. Evaluation of family engagement at SPP Family Days will take place February 2017 - May 2018; data collector trainings will take place prior to the start of data collection and throughout the process if necessary. Evaluators and Museum staff and educators will share progress on the evaluation project throughout the grant period. The final report will be written January - July 2018. Final results will be shared in August 2018 and follow the dissemination plan that extends beyond the grant period.

*Project Resources:* This project requires funding for contract evaluation fees and travel for the evaluators; to create an evaluation plan, tools, and data collection protocols; to compile and assess evaluation results; to create a report; and develop a wide distribution plan. We will use other funding sources for art/activity supplies, bus travel, and printing of activity and free family passes for the our SPP schools, as well as funds to support five full-time, one part-time, and six on-call education staff who will support the program delivery and evaluation.

*Tracking Progress:* Museum education staff has extensive experience managing program delivery and evaluation data collection and reporting as a result of conducting the K-12 tour outcomes evaluation and audience study. We understand it is essential to track progress by setting and achieving monthly goals and holding regular meetings with all project stakeholders including key staff, docents, evaluation consultants, and SPP teachers and administrators. Our ability to identify weaknesses in problem areas and maintain flexibility allows us to develop and implement new strategies when needed.

*Sharing Project Results:* The evaluation results will be reported to colleagues involved in SPP and Guided Tours and in training programs for Museum educators and docents. Museum staff and contractor evaluators will develop a dissemination plan during the first quarter of the project to share program designs, evaluation methodologies, tools, analysis, and results, using a range of communication outlets to fully contribute to the current discussion of benefits to students who engage with art at museums. We will broadly disseminate evaluation results to the museum field and the formal education sector through channels such as the Museum's publication *ArtNow*, annual reports, website and social media platforms; presentations at local, regional, and national conferences such as American Alliance of Museums, Texas Association of Museums, Texas Arts Education Association, and National Arts Education Association, and publications.



