



Museums for America

Sample Application MA-10-17-0305-17

Project Category: Learning Experiences

Funding Level: \$5,000 – \$500,000

Arab American National Museums

Amount awarded by IMLS: \$200,000

Amount of cost share: \$200,000

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 FY2018 Museums for America grant program differ from those that guided the preparation of FY2017 applications. This year, the maximum that may be requested from IMLS is \$250,000. Be sure to use the instructions in the FY2018 Notice of Funding Opportunity for the grant program and project category to which you are applying.

Project Abstract

Who is the lead applicant and, if applicable, who are the partners?

The Arab American National Museum (AANM), a program of ACCESS is the lead applicant for the project.

What do you propose to do?

The AANM requests \$200,000 to expand its educational outreach programming about Arabs, Arab Americans, and Islam to targeted regions of southeastern Michigan with high numbers of immigrants and refugees, and to rural and ex-urban areas of the state most in need of cultural competency programming.

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

The current social and political landscape in America has visibly and palpably affected new immigrants, refugees, marginalized people, and communities of color in multiple ways. Attorney General Loretta Lynch recently stated that FBI statistics for 2015 showed a 67% increase in hate crimes against Muslim Americans from the previous year. According to the Southern Poverty Center, over the last month alone, the uptick of anti-immigrant and racially and/or religiously charged attacks has surmounted 800 reported incidents in schools, college campuses, places of worship, and other public spaces across America. Unfortunately, there have been multiple incidents reported across our region that underscore the emergence of this problem. Now, more than ever, coming together for a meaningful dialogue about difference and acceptance is undeniably important.

What activities will you carry out and in what time frame?

Project activities, beginning Oct 1, 2017, ending March 30, 2019, include:

- ✓ Compiling a comprehensive booklet about Arab and Arab American culture;
- ✓ The development of six lesson plans to supplement our provision of educational resources and tools;
- ✓ Two full-day professional development workshops on pedagogical approaches to culture and diversity for a minimum of 200 educators, district leaders, and school administrators; workshops will offer continuing education credits for Michigan educators;
- ✓ 65 half-day cultural competency workshops for K-12 schools from across metro Detroit and outlying areas, with a deliberate focus on under-resourced *and* non-urban schools;
- ✓ And 35 off-site half-day workshops in K-12 schools in rural and ex-urban areas of the state that are located in isolation of, but adjacent to, large immigrant and refugee communities.

Who or what will benefit from your project?

This project's participants will include Michigan's K-12 students, educators, school administrators and leaders, community members. Booklets will be made available online free of charge to the general public, distributed as part of our free educational resource material for educators, and sold for a nominal fee in the AANM gift shop.

For onsite workshops and fieldtrips, we will focus on our current tri-county service area, drilling down on specific communities in Wayne, Oakland, and Macomb counties. For offsite workshops, we will be targeting communities in Washtenaw, Livingston, Jackson, Ingham, and Genesee counties; all of these communities have a low presence of immigrants and refugees. This project's professional development workshops will target the full spectrum of educators across the state, with a specific focus on this project's target areas. A map demonstrating the location of these counties in relation to the AANM is attached.

What are your project's intended outcomes?

In support of our larger objective of *developing and providing inclusive and accessible learning opportunities*, *this project will:*

- ✓ Ensure that the AANM maintains its commitment to using education to break down barriers among the groups that comprise our nation
- ✓ Address prevailing stereotypes of Arabs, Arab Americans, and Islam
- ✓ Provide educators with the necessary tools to teach with greater cultural awareness and sensitivity
- ✓ Foster a safe environment for informed dialogue about diversity and difference

How will you measure your success in achieving your intended outcomes?

In addition to an external professional evaluator, we will implement a variety of data collection methods, including internal staff surveys, rigorous audience surveys, quarterly meetings with the Curriculum Development Committee, and media audits of events; these measure publicity and media hits.

1. Project Justification

• What do you propose to do?

The Arab American National Museum (AANM), a program of ACCESS, requests \$200,000 to expand its educational outreach programming about Arabs, Arab Americans, and Islam to targeted regions of southeastern Michigan with high numbers of immigrants and refugees, and to rural areas of the state *most* in need of cultural competency programming. Project activities, beginning Oct 1, 2017, ending March 30, 2019, include:

- ✓ Compiling a comprehensive booklet about Arab and Arab American culture;
- ✓ The development of six lesson plans to supplement our provision of educational resources and tools;
- ✓ Two full-day professional development workshops on pedagogical approaches to culture and diversity for a minimum of 200 educators, district leaders, and school administrators; **workshops will offer continuing education credits for Michigan educators;**
- ✓ 65 half-day cultural competency workshops for K-12 schools from across metro Detroit and outlying areas, with a deliberate focus on under-resourced *and* non-urban schools;
- ✓ And 35 off-site half-day workshops in K-12 schools in rural and ex-urban areas of the state that are located in isolation of, but adjacent to, large immigrant and refugee communities.¹

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

The current social and political landscape in America has visibly and palpably affected new immigrants, refugees, marginalized people, and communities of color in multiple ways. Attorney General Loretta Lynch recently stated that FBI statistics for 2015 showed a 67% increase in hate crimes against Muslim Americans from the previous year.² Hate crimes against African Americans, Jewish people, and LGBT individuals has also increased dramatically.³ According to the Southern Poverty Center, over the last month alone, the uptick of anti-immigrant and racially and/or religiously charged attacks has **surmounted 800 reported incidents** in schools, college campuses, places of worship, and other public spaces across America.⁴ Unfortunately, there have been multiple incidents reported across our region that underscore the emergence of this problem.⁵

The increase in discrimination correlates with an escalated level of anti-immigrant vitriol expressed through social media, radio, and television across the US. And the increased hostility against Arabs, Muslims, and others perceived to be immigrants or “different” has caused widespread uneasiness and fear across the country. This has created a dangerous social climate, in which those who are most vulnerable are retreating into their communities, further perpetuating a culture of isolation, distrust, and uncertainty.⁶ **Now, more than ever, coming together for a meaningful dialogue about difference and acceptance is undeniably important.**

Situated in the heart of the country’s most concentrated population of Arab Americans, the AANM is committed to promoting dialogue and unity between the many communities that comprise our region, and to building bridges with non-Arabs and non-Muslims across the country. Over the last ten years, Michigan has received more refugees from the Arab world than almost any other state. Through direct resettlement and secondary migration, Michigan’s Arabic-speaking refugees include a large Iraqi population who have been coming since the early 1990s, and more recently, Syrian refugees, whose numbers are increasing.

Southeastern Michigan is home to populations that have not been well understood or acknowledged within the educational sector. And while schools with high concentrations of immigrant and refugee students are learning side-by-side with African American, Latino, Asian, European, and indigenous populations, students are rarely, if ever, offered opportunities to explore their commonalities with one another in a culturally responsive environment. What is more, many students live in ethnic or racial enclaves in isolation of one another, which limits social and

¹ A map delineating the locations of our proposed target area is attached.

² See “Hate speech and crimes post-election,” CNN, 11/29/2016: <http://www.cnn.com/2016/11/10/us/post-election-hate-crimes-and-fears-trnd/>

³ See “Hate Crimes Against Muslims Spiked 67 Percent Last Year,” Mother Jones, 11/18/2016: <http://www.motherjones.com/politics/2016/11/heres-what-we-know-about-hate-crimes-us>

⁴ See “Latest Hate Crimes Statistics Released,” FBI, 11/14/2016: <https://www.fbi.gov/news/stories/2015-hate-crime-statistics-released>

⁵ See “Royal Oak students chant ‘build the wall,’” Detroit Free Press, 11/11/2016: <http://www.freep.com/story/news/local/michigan/oakland/2016/11/10/royal-oak-middle-wall-viral/93582256/>

⁶ See “*Refugees Discover 2 Americas: One That Hates, and One That Heals*,” New York Times, 11/14/2016: http://www.nytimes.com/2016/11/15/us/refugees-discover-2-americas-one-that-hates-and-one-that-heals.html?_r=0

extracurricular engagement opportunities. This is particularly the case for our proposed service areas, where economic inequality often mirrors racial inequality and higher levels of segregation.⁷

Compounding this, increased budget cuts for public education continue to limit opportunities for people to engage in cultural exchange and dialogue with one another. Unfortunately, the few programs that do exist, rarely foster connections for young people to relate issues of civic participation and diversity surrounding religion, ethnicity, and culture to their own lives and communities. This is all the more glaring in Michigan's rural communities, many of which suffer from a complete absence of exposure to multiculturalism, and are grossly under-resourced with funding for experiential learning opportunities. This has contributed to an epidemic that is further driving a wedge between our communities, and creating a cascade of alarming social problems that include bullying, harassment, and institutionally-sanctioned bias and racism. And while our local and national political leaders have warned people to stop the bigotry and harassment, it is clearly not enough.

As part of a larger parent agency that began in 1971, the AANM has a nearly thirty-year history of delivering comprehensive education outreach about Arab and Arab American culture and Islam to educators, students, community members, law enforcement, and legislators across the country.⁸ It is important to note that while the AANM's institutional focus is on Arab and Arab American culture, our messaging is inclusive of the diversity of populations around us, and draws parallels with the larger immigrant experience in America as well as the struggles of other communities who suffer from exclusion and marginalization.

- **Recent development of this project**

In 2014, the Southern Poverty Law Center issued the state of Michigan an "F" in its guidance to teachers on civil rights lessons.⁹ Since then, the Michigan Department of Education (MDE) has partnered with various groups across the state to rectify our state scores. **The AANM is one of these institutions.** Over the last two years, we have worked with MDE in developing eight lesson plans on Arab American culture; lesson plans align with National Common Core Standards, C3 Social Studies Framework, and the Michigan Content Expectations.¹⁰ In addition to being made available through the AANM website in March 2017, lesson plans will be housed on MDE's website with links to materials currently under development from other advocates of ethnic, indigenous, and marginalized groups. These include the Charles H. Wright Museum of African American History in Detroit, Wayne State University's Chicano Studies Program, The Michigan Tribal Affiliation Directors, the Asian and Pacific Islander American Vote, and the Detroit Public Schools consortium of teachers.

A local curriculum committee comprised of Michigan educators has weighed in on our lesson plan development and design, and will continue to work with us on evaluation. We will be meeting in February 2017 to finalize content and strategize a dissemination plan; a working lesson plan and curriculum supplement is attached (see *American Dreaming: Arab American Life and How it Connects to Me for Michigan's Middle School students*). A list of committee members with their credentials is attached.

The AANM continues to field inquiries on how to address questions about racial and religious stereotyping from schools across metro Detroit, and more recently from schools in outlying areas of the tri-county area. As our state becomes more racially and ethnically diverse, we are encouraged by the many school district that are eager to learn about the diverse cultures of their students, including Arabs and Muslims, in order to become more culturally sensitive and create better relationships with students and their families. The conflation of Islam with terrorism, and Muslim with Arab and vice versa, has also driven an interest in the classroom. This is particularly the case for social studies educators and school administrators faced with questions about the geopolitical changes that have caused the most recent global refugee crisis, and the larger acculturation and assimilation issues faced by immigrants and refugees in America.

⁷ See "Detroit, G.P. schools' economic divide listed as worst," The Det News, 8/25/2016: <http://www.detroitnews.com/story/news/local/detroit-city/2016/08/22/detroit-grosse-pointe-schools-economic-divide/89131386/> AND "The Most Diverse Cities Are Often The Most Segregated," FiveThirtyEight, 5/1/2015: <http://fivethirtyeight.com/features/the-most-diverse-cities-are-often-the-most-segregated/>

⁸ ACCESS has grown from a small storefront to an organization with an annual budget of over \$23 million with over 100 different programs. ACCESS' educational programs transitioned to the AANM upon its opening in 2005.

⁹ See "An F in civil rights education: Michigan to revamp lessons," Det Free Press, 5/22/2015: <http://www.freep.com/story/news/2015/05/22/michigan-civil-rights-education/27781257>

¹⁰ Michigan's C3 Social Studies framework is an inquiry-based curriculum framework used for designing social studies units.

- **Who will benefit from your project?**

For onsite workshops and fieldtrips, we will focus on our current tri-county service area, drilling down on specific communities in Wayne, Oakland, and Macomb counties.¹¹ It is important to note that Wayne County, which is home to the cities of Detroit and Dearborn, is also home to a region known as *Downriver* Detroit. Until recently, Downriver was a relatively mono-cultural region with very little ethnic diversity. With a population just under 400,000, the area is comprised of nearly twenty working class and mostly white suburban cities and townships south of Detroit along the western shore of the Detroit River.

For offsite workshops, we will be targeting communities in Washtenaw, Livingston, Jackson, Ingham, and Genesee counties; all of these communities have a low presence of immigrants and refugees. A map demonstrating the location of these counties in relation to the AANM is attached. Saline, Michigan for example, which is part of Washtenaw County, is over 90% white and relies heavily on industrial and agricultural labor; the median household income is just over \$65,000.¹² Likewise, Livingston County is over 96% white with a population of 186,000, and a similar average household income.¹³ Genesee County, with the exception of the city of Flint, is majority white, with a median family income hovering around \$42,000 per year.¹⁴ Likewise, Ingham county is 76% white, with a household income of approximately \$40,000 per year. Due to issues associated with distance, many schools in these counties are at a disadvantage for field trips. In effect, AANM educators will bring culturally immersive programming to these communities to inform, engage, and dialogue with students, teachers, and administrators through age-appropriate dialogue, activities, and presentations.

This project's professional development workshops will target the full spectrum of educators across the state, with a specific focus on this project's target areas. Educators will be offered an all-day cultural competency program at the museum that includes the provision of our educational materials, a museum tour, a traditional Arabic breakfast and lunch, and dialogue and break-out sessions on how to incorporate materials into their teaching plans, as well as a brainstorming session dedicated to the potential challenges and risks associated with this work. The workshop will also introduce teachers to local institutions developing similar programming about multiculturalism and diversity. Finally, booklets will be made available online free of charge to the general public, distributed as part of our educational resource material for educators, and sold for a nominal fee in our gift shop.

- **How will your project advance your institution's strategic plan?**

Guided by our strategic plan and long-term institutional vision, the AANM remains steadfast—in its sense of urgency *and* renewed purpose—to giving voice to the marginalized and underrepresented. We will continue to be a safe space for expression and discourse, especially as it pertains to social issues that impact our community and those whom we are privileged serve. We will remain vigilantly informed of the local, regional, and national issues that impact our communities, and stay apprised of, as well as contribute to, the policy recommendations and leadership decisions that promote a safe and accepting environment for people of *all* ages and backgrounds. This project's activities are at the core of our institutional mission and vision. Culling and disseminating educational tools and resources, and engaging young people and educators in learning opportunities through our facility, collections, and programming, deliberately aligns with our three year strategic plan by (1) *Facilitating greater discovery and usage of museum collections and educational resources*; and (2) *Building greater capacity to deliver on our mission* (see *Strategic Plan Summary*, attached).

- **How will your project address the goals of the Museums for America program (as described above in Section A.1) and the Learning Experiences project category?**

This project is in response to a growing need for diversity curriculum in Michigan's schools. Current research acknowledges that student outcomes and achievement gaps are improved "by incorporating racial and ethnic minority contributions in curriculum and diversifying pedagogical practices."¹⁵ As more administrators and educators across the country see cultural competence as a "moral and ethical responsibility" for student success, we

¹¹ See "Michigan's Most Diverse Communities," Det Free Press, 10/24/2014: <http://www.freep.com/story/news/local/michigan/2014/10/24/michigan-most-diverse-communities-/17779621/>

¹² See official website for the City of Saline, accessed 11/23/2016: <http://www.cityofsaline.org/?module=Page&sID=demographics>

¹³ See 2015 US Census Bureau Quick facts for Livingston County, accessed Nov 2016: <http://www.census.gov/quickfacts/table/PST045215/26093>

¹⁴ See 2015 US Census Bureau Quick facts for Genesee County, accessed Nov 2016: <http://www.census.gov/quickfacts/table/PST045215/26049>

¹⁵ See "Why Cultural Competency," National Educational Association, accessed Nov 2016: <http://www.nea.org/home/39783.htm>

are continuously challenged with ways to deliver programming through an education system racked with funding and accessibility issues. Furthermore, in recent years there has been a substantial migration of Arab Americans from cities to outlying areas, including suburbs and other non-urban areas. As our communities continue to grow, our work to dispel racially, religious, and culturally charged biases has become all the more critical.¹⁶ By working with educators— all of whom have first-hand experience in the classroom— we are further embedding our work in the hands of those who are best positioned to explore the Arab American narrative with the public.

2. Project Work Plan

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

With funding from the IMLS in 2010, we conducted half-day workshops for high schools, organized summer workshops for high school teachers, 10 workshops for college students, and toured 2 traveling exhibits about the three monotheistic religions entitled *Religion*, and *Three Faiths: with One God*. It is important to note that these exhibits were incredibly successful and traveled to libraries, schools, and universities across Michigan (as far as Michigan's Upper Peninsula), Ohio, Indiana, and Illinois. The collection is still available for loan—free of charge— to any interested public facility or institution. **Reflecting and building upon these activities**, this project will expand our impact through the provision of comprehensive educational resources and tools; underwriting field trips to the museum and offering off-site workshops to under-resourced school districts; and expansive professional development and cultural competency for Michigan teachers and educational leadership.

Booklets

With support from the IMLS in 2008, the AANM published four educational booklets that align with our permanent exhibits, entitled *The Arab World*, *Islam*, *Arab Americans*, and *Shared Traditions: Islam, Christianity and Judaism*. Since then, these materials have been distributed to school groups, teachers, college students, and community members who visit our museum and/or participate in our off-site programs. They are disseminated through diversity fairs and community events, and are included in the educational packets we distribute to teachers, legislators, law enforcement, and others interested in Arab and Arab American culture.

The demand for our educational materials has been exceptionally positive. Over the last five years however, there have been stark demographic settlement patterns that have taken place across the country. In effect, there are communities that are left out of these materials, including a current survey of recent migration patterns. Given that 2015 was a major turning point in the history of Arab immigrants and refugees to the US— both because of push factors in the Arab world and shifting domestic policies—it is necessary to cull our current educational resources and update them accordingly. Due to the intensified demand for accurate and current information about our communities and in continuity of prior IMLS support, we intend to merge our existing materials into one booklet, reformulate, and update content accordingly. This new booklet, *Arab Americans: From Immigration to Impact*, will be made available online and accessible—free of charge — to educators and community members. It will mirror the formatting of our current booklets, and include updated and expanded information on Arab Americans, including a section on newcomers, religion, and immigration patterns. Dr. Randa Kayyali, a leading scholar in the field, will lead the research for this portion of the project (resume attached).

The booklet will be disseminated through the museum's established relationships with ethnic and mainstream media, as well as distributed through our local, regional, and national network of educational allies, which includes our strong partnership with the Michigan Department of Education. In addition, we will publicize and distribute materials through ACCESS' National Network for Arab American Communities (NNAAC), a national consortium of independent community-based organizations. The network's primary mission is to build the capacity of Arab American nonprofits that focus on the needs and issues affecting their local community while collectively addressing those issues nationally. NNAAC includes 24 members in 12 different states.

Lesson plans

This project will support the development of six lesson plans to supplement our current educational resources, making a total of fourteen lesson plans that cover a comprehensive range of material about Arab immigration, religion, diversity of the community, and daily life; these will be disseminated to educators and made available

¹⁶ See "Michigan Student Facing Anti-Arab Harassment and Slurs," Arab America, 6/10/2016: <http://www.arabamerica.com/michigan-student-facing-anti-arab-harassment-slurs-hummushaters/>

online via the AANM's webpage. Funds will support two lesson plans for each grade level centered on newcomers (immigrants and refugees) and religion for elementary students (K-5), middle school students (6-8), and high school students (grades 9-12). These will also align with national common core curriculum standards and the Michigan Department of Education's C3 framework. Lesson plans will be developed with the assistance of a committed outside consultant under the leadership and counsel of AANM staff. We will also solicit guidance from the AANM's Curriculum Development Committee, which has been a critical asset in the development of our existing eight lesson plans, which are nearly ready to launch (see sample attached).

Two full-day professional development workshops for educators

This project will offer two full-day workshops, reaching a minimum of 200 teachers and school administrators. Workshops will offer continuing education credits sanctioned through Michigan's Department of Education, and will feature speakers, dialogue sessions, pedagogical strategies and approaches to incorporating curriculum into the classroom, as well as networking activities. We will offer a traditional Arabic breakfast and lunch as well as a two hour scenario-based cultural competency workshop led by AANM staff. Break-out sessions will offer educators guidance on how to tailor this work to specific grade levels. The program will also feature courtyard engagement with other museums and advocacy organizations who are partnered with MDE in developing lesson plans; these include Charles H. Wright Museum of African American History in Detroit, Wayne State University's Chicano Studies Program, and the Michigan Tribal Affiliation Directors, among others. The Michigan Department of Education has agreed to lead a one-hour session that details the significance of this work, and to introduce the nature of their partnership with the AANM and other advocacy organizations involved in developing diversity and civil rights curricula for Michigan schools. Full-day workshops will take place in April and October 2018. They will be offered free of charge and promoted through our expansive network of educational and museum partners. Offering continuing education credits to participants further incentivizes this portion of the project.

On and Off-site School Workshops

This project will bring in a total of 65 schools for half-day workshops at the AANM, and 35 offsite visits to rural and ex-urban school districts in Livingston, Jackson, Ingham, Genesee, and Washtenaw counties. Field trip packages will target schools from metro Detroit's tri-county area, including Downriver Detroit, and include bus transportation, lunch, and break-out sessions for middle and high school youth centered on identity and civil rights. For youth in grades K-5, the experience will conclude with an experiential learning activity. This includes, but is not limited to object-based learning, dance demonstrations, scavenger hunts, and crafts ranging from bead making to mosaic tile-making. Off-site visits to schools will explore religion, implicit bias and stereotyping, and commonalities with other ethnic groups. These will conclude with age-appropriate learning activities. Our half day offsite visits are tailored to each school. A consult with school leadership will inform the program agenda.

Evaluation and performance measurements

The AANM will incorporate a three-tiered assessment designed to evaluate the effectiveness of each component of this project. We plan to evaluate the following: student and educator (and other user) satisfaction, educational methodologies, and performance (measuring program impact). We have approached Nancy Hewat, an applied social researcher with experience in public and non-profit sector education, economic development, health, and workforce development. Our evaluator will be tasked with evaluating the quality of our programs, methodologies, and educational impact. In addition, our evaluator will guide us in developing better practices and methods of measuring quality and impact of our workshops with students and educators, as well as tours and presentations—this will be instrumental in adjusting our program offerings for greater impact and high-quality presentations. The evaluator will be expected to attend programs both on-site and off-site. In addition, the AANM will continue its internal evaluation practices based on digital surveys from students and teachers.

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

The AANM has had extensive discussions on how to address challenges associated with this project, all of which will be remedied through and a number of coordinated strategies. From the perspective of building new curricula, there are always concerns about the challenges teachers may experience incorporating lesson plans into their daily lessons. We are also mindful that curricula must be crafted in ways that appeal to both heritage *and* non-heritage educators. Our Curriculum Development Committee will help to mitigate these challenges. MDE has also been a critical support to this process and weighed in on strategies for reaching educators of all backgrounds.

The popularized conflation of Islam with terrorism, and Muslim with Arab and vice versa that we referenced earlier will be front and center in much of our work with students and educators. We feel that it is important to focus the attention on the communities we serve, rather than fall into a theological trap that is riddled with discussions on terrorism and foreign policy. During our full-day workshops, we will shatter popularized stereotypes with accurate information, situation-based examples, and immersive learning opportunities. We will invite participants to agree on ground rules before embarking on tours and dialogue sessions; clarifying expectations early on will prevent contentious situations later. Our project work plan accounts for ongoing internal discussions that will mitigate any additional issues that arise; this includes exploring evaluation methods that include group and individual feedback, in addition to a comprehensive reporting mechanism delivered by a professional evaluator.

- **Who will plan, implement, and manage your project?**

Isra El-beshir, AANM Curator of Education and Public Programming, along with AANM Director and Deputy Director, will oversee this project's activities. Dr. Matthew Stiffler, the AANM's Research and Content Manager will lead and manage the development of the booklet, *Arab Americans: From Immigration to Impact*. The AANM's education department will be tasked with planning and implementing full-day teacher workshops, field trips, and offsite workshops. Lesson plans will be developed with the assistance of a consultant, under the guidance of AANM staff and the AANM's Curriculum Development Committee. An external professional evaluator will be responsible for baseline, interim, and final project evaluation.

- **When and in what sequence will your activities occur?**

Activity	Date
Project promotion	Ongoing
Advisory Committee for Professional Development Workshops convenes	Quarterly throughout the grant period
Evaluation consult	Quarterly throughout the grant period
Research, design, and printing of comprehensive booklet materials	Oct. 2017-March 2018
Research and design of lesson plans	Oct. 2017-March 2018
Lesson Plan Review Committee Convenes	Nov. 2017-Feb. 2018
Begin lesson plan and booklet materials dissemination	April 2018- Ongoing
Onsite workshops and tours for K-12 students	Oct. 2017-Ongoing
Off-site workshops in non-urban target areas	Oct. 2017-Ongoing
Professional Development Workshop for Educators and Administrators	April 2017 and Oct. 2018

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

The AANM's in kind contribution to this project is \$200,000. Matching dollars will come from general funds, earned revenue, membership, private sponsorship from ARAMCO, and proceeds from the museum store. A detailed project budget is attached. The AANM's educational outreach team serves students and educators in Michigan, Ohio, Illinois, and Indiana with comprehensive educational materials and workshops on Arab and Arab American culture and Islam. We regularly offer cultural sensitivity training to local and national institutions including health systems, corporations, cultural institutions, and government agencies such as the Department of Homeland Security, police departments and border police. Our proven history delivering strong educational programming, coupled with our established relationships with organizations across the country strongly positions us for this project's success. A list of key project staff and their bios is attached, including corresponding resumes.

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

This project will employ the services of an external professional evaluator who will be charged with surveying project activities, assessing our work through a variety of qualitative and quantitative metrics, and publishing findings that will inform future programming and shared with partners. In addition, all participants will be given a baseline questionnaire to ascertain their knowledge of and attitudes toward Arabs, Arab Americans and Islam. Participants will also participate in a post-workshop evaluation, which has been developed internally by the Curator of Education and Public Programming. Additional progress will be measured by feedback from partners, community members, ad hoc advisory groups like our Curriculum Development Committee members, volunteers, sponsors, and audience members, as well as by attendance figures for the various project components.

- **How and with whom will you share your project's results?**

The final evaluation will be shared with the IMLS and project partners; it will inform the delivery, design of our educational resources and onsite and offsite programming into the future. The report will be shared with institutions performing similar work, such as fellow members of the International Coalition of Sites of Conscience of which the AANM is a founding member, and ACCESS' National Network of Arab American organizations across the country. Lesson plans and booklets will be made available to educators well beyond the grant period.

3. Project Results

- **Referring to the Performance Goal(s), choose one or more Performance Measure Statement(s)**

This project is principally designed to: → **Develop and provide inclusive and accessible learning opportunities.** In addition to an external evaluator for this project, we will implement a variety of data collection methods, including internal staff surveys, rigorous audience surveys, quarterly meetings with our Curriculum Development Committee, and media and publicity audits. These measurements of success have transformed the ways in which we provide tours of our exhibits, both virtually and on-site. They continue to impact our marketing and publicity; including creating bilingual promotional materials, and a bilingual docent-guided touring program.

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

In support of our larger objective of developing and providing inclusive and accessible learning opportunities, this project will enhance the scope and reach of the AANM's cultural competency work and messaging. In the end, this project is an important investment in:

- ✓ Ensuring that the AANM maintains its commitment to using education to break down barriers among the groups that comprise our nation
- ✓ Addressing prevailing stereotypes of Arabs, Arab Americans, and Islam
- ✓ Providing educators with the necessary tools to teach with greater cultural awareness and sensitivity
- ✓ Fostering a safe environment for informed dialogue about diversity and difference

- **How will the knowledge, skills, behaviors, and/or attitudes of the intended audience change?**

This project will fill in the gap for teachers who want to create safe open learning communities and provide information to their students about the diverse communities they live in, but lack the appropriate knowledge and resources to do so. Armed with knowledge and resources on and about Arabs, Arab Americans, and Islam, educators can foster protected learning environments and help prepare their students for the real world. In the end, visitors will walk away with a better understanding of Arab and Arab American identity, and more appreciation for American diversity as a whole. The project will also enhance the knowledge, skills, and experiences of those implementing its activities by enabling the AANM to strengthen working relationships with school districts, educators, and community members outside of our immediate region.

- **What tangible products will result from your project?**

Project deliverables include: a comprehensive booklet containing core information about Arab Americans, the Arab world, and Islam; a complete set of lesson plans that address stereotyping, immigration patterns, and religion; and a final evaluative report that will inform future program delivery.

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

This project will sustain the daily work of the Arab American National Museum. We will continue working with MDE on the development of civil rights teaching modules for professional development and participate in the ongoing work needed to improve our service delivery model (see attached letter of support). The AANM has maintained a strong relationship with MDE, with whom we share a collaborative vision to work with educators on innovative pedagogical approaches to civil rights education. Our partnership with MDE will allow us to make greater inroads with school districts in outlying areas of the state. We also believe that this project will position us for a stronger partnership with other ethno-specific institutions that have been working with MDE to create lesson plans. Finally, IMLS support will lend greater visibility to our *Adopt A Class* program, which is a donor opportunity that supports class field trips to the AANM.

As evidenced by IMLS support for our education outreach in 2008, and again in 2010, we are well equipped to realize this project's objectives as we continue to approach our programs and exhibits with a keen eye for innovation, and programming that is tailored to those whom we are privileged to serve. We hope that the IMLS will support this important and timely project.

Schedule of Completion

Activity	Date	Responsible Party
Project promotion	Sept. 2017– ongoing	Education Department, MDE, Curriculum Development Committee
Create and make available tour and off-site request tour form	Sept. 2017	Petra Alsoofy
Hire Kamelya Youssef (PTE Educator)	Sept. 2017	Isra El-beshir
Monica Eraqi, Ed.D for lesson plan development	Sept. 2017	Isra El-beshir
Hire Evaluator to assess project efficacy and impact	October 2017	Jumana Salamey and Isra El-beshir
Hire Dr. Randa Kayyali to create new and revised content for Arab American booklet	Sept. 2017	Dr. Stiffler
Begin design process for Arab American booklet	Sept. 2017- Dec. 2017	Dr. Stiffler and Ayah Krisht
Project outreach to teachers/schools	Oct. 2017-ongoing	Education Staff
School Tours (65)	Oct. 2017- March 2019	Education Staff
Off-site presentations (35)	Oct. 2017- March 2019	Education Staff
Curriculum Development Committee members convene (quarterly)	Duration of grant period	Isra and Kamelya Youssef
Lesson Plan Review committee recruitment period	November 2017-January 2018	Petra and Kamelya Youssef
K-5 Lesson Plans Completed (two lesson plans)	Dec. 2017—Jan. 2018	PT staff and Educator
6-8 Lesson Plan Completed (two lesson plans)	Dec. 2017—Jan. 2018	PT staff and Educator
9-12 Lesson Plan Completed (two lesson plans)	Dec. 2017—Jan. 2018	PT staff and Educator
Send Arab American booklet content to printer	Jan. 2018	Dr. Stiffler and AANM Communications
Lesson Plan Review Committee gathering (ad hoc); this committee will strictly review lesson plans and will not be a part of the Curriculum Development Committee. Members may be recruited for both but the objectives are to review and assess the lesson plans and suggest change/updates or revisions before they are presented to the public.	Feb. 2018	Petra Alsoofy and Kamelya Youssef
Complete booklet, print and digitize	March 2018 – ongoing	Dr. Stiffler
Lesson Plans designed and updated	April 2018	Isra El-beshir and Ayah Krisht
Disseminate educational materials online via email outreach, and working with MDE messaging	April 2018 – ongoing	Communications team and Education team
Full day Professional Development Workshop	April 2018	Education staff
Interim evaluation	Ongoing, finalized June 2018	Evaluator
Interim report	Mid-grant	Jumana Salamey and Isra El-beshir
Full day Professional Development Workshop	October 2018	Education staff
Final external evaluation	Ongoing, finalized Feb. 2019	Evaluator
Final internal evaluation	Ongoing, finalized March 2019	Project leadership + Curriculum Development Committee and partners (MDE)
Final Report	Ongoing, finalized April 2019	Jumana Salamey and Isra El-beshir