



## **Museums for America**

**Sample Application MA-10-14-0411-14**  
**Project Category: Learning Experiences**  
**Funding Level: \$25,001-\$150,000**

### **North Carolina Museum of Art**

Amount awarded by IMLS:	\$149,614
Amount of cost share:	\$202,418

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

## ABSTRACT

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The North Carolina Museum of Art (NCMA) will collaborate with a community of educators, students, and a national panel of experts to investigate the critical question: *what is the unique role of art museums in supporting tomorrow's learners in North Carolina and beyond?* To answer this question, the project team will experiment with a STEM-based and art-infused design process to first identify questions, challenges, needs and/or gaps among key audiences and within the existing research and literature, and then based on those findings, plan, prototype, and refine a scalable menu of collection-based programs and resources that are designed to deepen learning across the disciplines for pre-kindergarten to college (P-16) students and teachers.

Over a two year period, NCMA educators will work with collaborators and use the adapted, integrated design cycle to 1) *ask* guiding questions, assess needs, and identify key problems for investigation, 2) *imagine* possible solutions through hands-on projects, analysis, and research, 3) *plan* a menu of scalable programs that support art-based student learning across P-16, 4) *create* prototypes of these programs and resources to test with target audiences and 5) *improve* the plan based on formative evaluation, share solutions, and identify funders to sustain programs. At the end of the planning period, this unique design process, as well as tangible outputs that are created as part of that process (such as an itinerary of guiding questions, an audience-based needs assessment, and best-practice program solutions), will serve as a sustainable model for intentional program planning that can be shared and replicated nationwide.

A process and summative evaluation of project progress and activities will measure the success of the intended results for NCMA, teachers, participating experts, and students through impact on participants' knowledge, attitudes, and skills. As a result of the planning period, the NCMA, collaborative planning team, and national experts will better understand an art museum's role in a changing educational environment and the changing needs of new and existing P-16 audiences. Participating teachers and students will feel more confident that they have the ability to create positive change for themselves and within their learning community. These teachers and experts will gain perspective on their own work within a professional learning community. Participants will have an increased awareness of and/or interest in a new model for collaborative planning.

In the long-term, NCMA will support its mission to "encourage an interest in and an appreciation for art on the part of the people of the State." Teachers will gain skill in using art-based strategies to support and deepen student learning across the disciplines in grades P-16. They will gain confidence in using object-based learning strategies and visual literacy strategies to engage students in learning. Students will build skill in literacy, problem solving, communication, collaboration, and creative expression. The museum community at large will better understand an art museum's role in a changing educational environment.

## NARRATIVE

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### **PROJECT JUSTIFICATION**

**What do you propose to do?:** Through *Museum Solutions for Tomorrow's Learners*, the North Carolina Museum of Art (NCMA) will collaborate with a community of educators, students, and a national panel of experts to investigate the critical question: *what is the unique role of art museums in supporting tomorrow's learners in North Carolina and beyond?* To answer this question, the project team will experiment with a STEM-based<sup>1</sup> and art-infused design process to first identify questions, challenges, needs, and/or gaps among key audiences and within the existing research and literature, and then, based on those findings, plan, prototype, and refine a scalable menu of collection-based programs and resources designed to deepen learning across the disciplines for pre-kindergarten to college (P–16) students and teachers. At the end of the two-year planning grant, it is our intention that this unique design process, as well as tangible outputs created as part of that process (such as an itinerary of guiding questions, an audience-based needs assessment, and best-practice program solutions), will serve as a sustainable model for intentional program planning that can be shared and replicated nationwide.

**What need, problem, challenge will you address?:** Student needs, instructional strategies, and learning environments are rapidly changing. Adaptive learning software (e.g., Knewton), MOOCs<sup>2</sup>, flipped classrooms<sup>3</sup>, online courses, and social media already impact the ways in which students learn today and provide a glimpse of how differently students will learn in the future. What will the classroom look like in five years? What new strategies will teachers embrace to support the students of tomorrow? What role can art museums play in shaping and supporting the learning environments of the future?

Connected Learning, a project supported by the MacArthur Foundation, validates this perceived need to rethink traditional models of student engagement. That project declares on their Web site ([www.connectedlearning.tv](http://www.connectedlearning.tv)), “There is wide agreement that we need new models of education, and not simply new models of schooling, but entirely new visions of learning better suited to the increasing complexity, connectivity, and velocity of our new knowledge society.” Drive for change is also coming from the business sector, which has everything to gain and lose from the education of our P–16 students. In a recent *New York Times* article “Innovative Imperative: Change Everything” (11/1/13), Harvard business professor Clayton Christensen writes, “The lessons from any number of industries teach us that those that truly innovate—fundamentally transforming the model, instead of just incorporating the technology into established methods of operation—will have the final say.”

The NCMA needs to identify and plan now for what lies ahead in order to effectively impact tomorrow's students, maintain current levels of program excellence and audience engagement, and support its mission – “to acquire, preserve, and exhibit works of art for the education and enjoyment of the people of the state, and to conduct programs of education, research, and publication designed to encourage an interest in and an appreciation for art on the part of the people of the state.”

The NCMA presently provides quality instructional support for P–16 students and teachers statewide through a series of best-practices programs, including the PNC Grow Up Great with the Arts Pre-K Program; Art of Collaboration Elementary and Middle School Program; Big Picture Educator Enrichment Program; award-winning teacher Web site, [ArtNC.org](http://ArtNC.org); and its series of cutting-edge online courses offered in collaboration with

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<sup>1</sup> STEM is used as an acronym for the fields of study in science, technology, engineering, and mathematics.

<sup>2</sup> Massive open online courses, or MOOCs, are aimed at unlimited participation and open access via the Web.

<sup>3</sup> Flip teaching is a form of blended learning in which students learn new content online by watching video lectures, usually at home; what used to be homework is now done in class with teachers offering more personalized guidance.

the North Carolina Virtual Public School. (See *Supporting Document: NCMA Student and Teacher Programs.*) These unique programs and resources use NCMA collections to explore common ideas, share perspectives, and build skills in literacy, problem solving, creative and critical thinking, and communicating ideas through word and image. Since 2007 the NCMA has reached over 171,700 students and teachers in 98 counties through these particular initiatives.

Across these programs the NCMA employs arts integration as a key methodology for reaching a broad range of content areas, learning styles, and classrooms across the state. Evaluations of NCMA arts integration programs have found evidence that participating teachers and students are impacted in positive ways. A summative evaluation of the Big Picture Educator Enrichment Program found that participation in the program increased educators' interest in arts integration, as well as their knowledge, understanding, and ability to implement arts integration, which leads to higher use of collection resources and object-based learning in classrooms. Evaluation of NCMA student programs documented how programs expand K–12 students' creative and critical thinking skills, improve technology skills, and affirm the relevance of art within their lives. A study of the NCMA Grow Up Great with the Arts Pre-K program found evidence that participating students make better progress in social-emotional, physical, language, and cognitive development areas than students who did not have exposure to arts-based teaching.

In addition to this impact at a statewide level, the NCMA has been recognized as a national leader in the area of arts integration. These programs have been identified as national models by peers, featured in national conferences and dialogues on student and teacher engagement, and won awards from the American Alliance of Museums and Museums and the Web for innovations in online learning and design. In order to strengthen student learning outcomes, NCMA programs are routinely refined based on audience feedback and research. Now that the President's Committee on the Arts and the Humanities is calling for an increased national emphasis on arts integration, and museums across the country are responding, how will the NCMA continue to contribute new ideas to the growing body of knowledge and research on the impact of arts integration? The NCMA is poised to lead a national dialogue around the question, "How will this methodology adapt to changes in student needs and instructional formats, tools, and environments?" Through the proposed planning process, the NCMA will be able to develop and share solutions for how the multiple modalities of arts-integrated practice can complement the expansion of learning formats in tomorrow's classrooms.

**Who will benefit?:** The NCMA has designated students in grades P–16 as a priority audience; training P–16 teachers from a wide range of disciplines has been a key strategy to ensure more comprehensive and meaningful student impact. College students majoring in Education are also a critical target audience, as they will be the teachers of tomorrow.

In the long term, these students and teachers will benefit from this proposed planning project through participation in new programs that build skill, knowledge, and confidence. Teachers will gain skill in using art-based strategies to support and deepen student learning across the disciplines in grades P–16. They will also gain confidence in using object-based learning strategies and visual literacy strategies to engage students in learning. Students will build skill in literacy, problem solving, communication, collaboration, and creative expression. New NCMA teacher programs will also help educators identify opportunities for creative teaching and provide them with tools to demonstrate their impact on student learning.

In the short term, NCMA staff will benefit by working closely with its audience to assess local needs and identify national trends in educational innovation that will inform NCMA program design and its ability to meet its mission. The planning project will also provide a creative environment for NCMA staff to design, experiment with, and improve upon new approaches to student engagement.

P–16 educators and students participating on the project's planning team will benefit by exploring how learning and learners are changing in North Carolina and beyond. They will also feel more confident that they have the ability to create positive change for themselves, their peers, and their learning environments. Special attention will be paid to new and developing program audiences: pre-kindergarten students and teachers and community college faculty and students across the state.

Educators and museum staff across the nation will benefit from involvement in a national dialogue around a key issue in the field and exposure to the proposed collaborative planning model, shared audience research, and best-practices solutions, which will be replicable across a range of museum types and sizes.

### **What are the intended results (outcomes)?**

#### *Short-term Benefits:*

- The NCMA, participating teachers, and a national panel of experts will better understand art museums' role in a changing educational environment.
- The NCMA, participating teachers, and a national panel of experts will better understand the changing needs of new and existing P–16 audiences.
- Participating teachers and students will feel more confident that they have the ability to create positive change for themselves and within their learning community.
- Participating teachers and a national panel of experts will gain perspective on their own work within a professional learning community.
- The NCMA, participating teachers, and a national panel of experts will have an increased awareness of and/or interest in a new model for collaborative planning.

#### *Long-term Benefits:*

- The museum community will better understand art museums' role in a changing educational environment.
- Teachers will gain skill in using art-based strategies to support and deepen student learning across the disciplines in grades P–16.
- Teachers will gain confidence in using object-based learning strategies and visual literacy strategies to engage students in learning.
- Students will build skill in literacy, problem solving, communication, collaboration, and creative expression.
- The NCMA will support its mission to “encourage an interest in and an appreciation for art on the part of the people of the state.”

**How will your project advance your institution's strategic plan?:** A key priority in the NCMA 2015 Strategic Plan is to “develop vivid and out-of-the-ordinary art education experiences in the museum, in classrooms, and around the state” and promote the NCMA as “a welcoming place that values creativity and encourages imaginative thinking.” *Museum Solutions for Tomorrow's Learners* will expand the NCMA's understanding of critical P–16 audiences, reveal new opportunities and challenges, and enable staff to design cutting-edge student and teacher programs and resources that reach students in innovative and relevant ways. As the NCMA begins to look beyond the 2015 Strategic Plan, the proposed audience research and development of new program models will inform the education initiatives of the next strategic plan.

### ***PROJECT WORK PLAN***

The NCMA will create new solutions for how to use its collection resources to support the instructional needs of tomorrow's learners. The NCMA will appropriate and improve a STEM-based approach to problem solving

as the planning process for *Museum Solutions for Tomorrow's Learners*. The design process includes five steps for designing solutions as a team—Ask, Imagine, Plan, Create, Improve. This process has proven successful in developing solutions in STEM industries and is widely used as an instructional strategy in STEM classrooms around North Carolina. Similar to the artistic process, this iterative STEM process builds in opportunities for team reflection and allows for and supports innovative and unpredictable solutions. The NCMA will enhance this STEM design process by grounding it in the visual arts. Works of art and art-making exercises will be introduced into the design process as catalysts to spur team collaboration, brainstorming, and creative problem solving and assessment. (See *Supporting Document: Design Process Materials*.) The result will be a new model that demonstrates best-practices arts integration and collaborative planning, which can be applied in North Carolina schools, as well as by museum educators nationwide, to support the co-creation of unique solutions.

**Activities:** NCMA staff will work with a Collaborative Planning Team of 12 North Carolina educators from various disciplines (see *Supporting Document: Collaborator Profiles*) to generate and respond to key questions, gather existing models and frameworks, imagine solutions, and co-create innovative, collection-based strategies to stimulate P–16 learning in North Carolina. This collaborative team will be characterized by collective creativity and shared leadership, values, and vision. Participating teachers have been selected based on demonstration of content knowledge, innovative educational practices that include but are not limited to arts integration, use of technology to support and extend instruction, ability to solve problems creatively, and leadership and/or mentoring experience.

The Collaborative Planning Team will use the adapted, integrated design cycle to (1) *ask* guiding questions, assess needs, and identify key problems for investigation; (2) *imagine* possible solutions through hands-on projects, analysis, and research; (3) *plan* a menu of scalable programs that support art-based student learning across grades P–16; (4) *create* prototypes of these programs and resources to test with target audiences; and (5) *improve* the plan based on formative evaluation, share solutions, and identify funders to sustain programs.

**Sequence:** The cyclical design process and the project outcomes will provide the structure for planning. The actual activities for each step of the process will be determined by the Collaborative Planning Team. Sample activities include:

<b>Ask</b>	collect questions in the field and identify key areas for investigation determine key problems to address draft needs assessment
<b>Imagine</b>	gather models and identify gaps in knowledge and service play with key ideas through small-scale prototyping teams of P–16 students from a range of school types and regions will be enlisted to imagine solutions to key questions using the design process; teachers will provide instructional support analyze research, prototype experiences, and student products for best solutions
<b>Plan</b>	synthesize ideas to create a shared vision refine outcomes plan supporting programs and resources
<b>Create</b>	prototype program formats and teaching strategies in the museum, schools, and online learning environments assess formatively
<b>Improve</b>	refine vision, outcomes, program models, formats, and resources

The Collaborative Planning Team will participate in four daylong meetings per project year at the NCMA to explore ideas, analyze research, reflect, and determine next steps. The team will use online collaborative tools, such as Moodlerooms,<sup>4</sup> to communicate and collaborate between the quarterly meetings. NCMA staff will facilitate meetings, assign tasks, and synthesize results.

Select college students studying to become educators will be invited to participate in elements of the team meetings to provide their perspectives on key topics and share their own solutions. Curriculum advisors from the North Carolina Department of Public Instruction, NC Virtual Public School, and county-level administrators will also be brought into the planning process at key intervals (Ask, Imagine, Plan, Improve) to help guide discussion, share information, and respond to solutions.

National experts in the fields of education, business, and technology will participate in a network of Thought Partners (see *Supporting Document: Collaborator Profiles*). These industry leaders will be selected based on their unique visions for education, public/private partnerships, the arts, and/or design and innovation.

Thought Partners help stimulate and guide the planning process by:

- contributing questions/issues current in their respective fields,
- sharing their unique vision for the future of education,
- responding to guiding questions generated by the planning team,
- recommending international models,
- helping to identify gaps in knowledge and practice,
- responding to the team's vision statement and outcomes, and
- recommending ways of disseminating team solutions and models nationally.

The network will communicate with NCMA staff via e-mail and videoconference. NCMA staff will share network communications with the Collaborative Planning Team and provide opportunities for these groups to intersect at key intervals. For example, key questions and challenges raised by the Collaborative Planning Team will be posed to the Thought Partners via e-mail. These leaders will provide their perspective and own solutions through e-mail, videoconference, and/or video. Their comments will help spur the Collaborative Planning Team to imagine new possibilities and opportunities. These leaders will benefit by having a space to share and discuss their own challenges and solutions with peer leaders in similar fields and other sectors, as well as be able to sculpt a national dialogue on the role of the art museum in future learning.

The Thought Partners will also be invited to attend one Summit at the NCMA in early fall 2015 to meet with the Collaborative Planning Team. Participating Thought Partners will review proposed outcomes and program plans, and be invited to test select prototypes. They will also contribute to a public panel discussion on the future of classroom learning and the role of the art museum in shaping and supporting that future. This discussion will be streamed to a wider group of educators on the Web. Distinguished local educators and business leaders will be invited to attend and reflect on the discussion with local educators.

**Who will plan, implement, and manage your project?:** The planning project will be guided and directed by Director of Education Sandy Rusak and co-managed by Michelle Harrell, Jill Taylor, and Ashley Weinard, who will each give 50 percent of their time to the project, while respectively managing three signature NCMA programs for students and teachers at adjusted levels. Education program coordinators supporting student and

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<sup>4</sup> Moodlerooms.org helps educators create online learning experiences that are interactive and collaborative.

teacher audiences and the NCMA Manager of New Media will participate in select planning meetings, audience research, reflection exercises, and prototyping.

Participating NCMA staff will use existing programming, such as teacher workshops, teen programs, student tours, online courses, and existing online resources (ArtNC.org) as opportunities for research and prototyping new instructional formats, engagement strategies, and online tools. Educators on the planning team will implement prototypes in their classroom environments and share student impact via video and student artifacts.

**Methods of tracking progress:** Jeanine E. Ancelet, senior researcher for Audience Focus (JA-AF), a learning research and evaluation organization, will work closely with the NCMA to provide external evaluation services in support of *Museum Solutions for Tomorrow's Learners*. Specifically, JA-AF will coordinate both a process evaluation and summative evaluation over the two years.

The process evaluation will focus on documenting and analyzing the development and implementation of the project, assessing whether strategies are being implemented as planned, participants are collaborating in an effective and efficient manner, and expected outputs are being produced. As a result, the process evaluation will help ensure that all participant and stakeholder voices are heard and reflected in the final products and that any strategic changes to process can be made during the implementation of the project. In order to lead the process evaluation, JA-AF will participate in and observe onsite meetings and online webinars. She will have full access to project communications, targeted qualitative interviews and/or written questionnaires with select project participants, and review of process documents and other outputs. Over the course of the project, two process reports will be produced and shared with the team leadership at strategic points, allowing time for reflection and positive redirection if necessary.

**Methods of Sharing Results:** Co-creation, transparency, and dissemination are key priorities for the planning team. The collaborative planning process, guiding questions, prototypes, and final solutions will be shared with NCMA audiences through monthly posts on NCMA blogs (<http://ncartmuseum.org/untitled/> and <http://news.artnc.org>) and exhibitions of related student products in NCMA galleries. Twitter will be used to gather ideas and share progress. Quarterly, the NCMA will offer a free webinar through Museum-Ed.org to share a key element of process, research, or input from thought partners with the community of museum educators nationwide. These webinars will be promoted on the Museum-Ed list-serve and on Twitter. In year two, a summary of the planning process and new program models will be shared at national conferences, such as NAEA, AAM, Museums and the Web, as well as published on the NCMA teacher Web site, [www.ArtNC.org](http://www.ArtNC.org).

## ***PROJECT RESULTS***

**What change in knowledge, skill, behavior, attitude for each audience?** In the short term, NCMA staff will better understand the museum's role in a changing educational environment. The planning team and NCMA staff will learn how to apply a new, collaborative design process as a tool for research and reflective practice. Collaborating educators and Thought Partners will gain perspective on the role of art and art museums as a catalyst and support for tomorrow's students. Museum educators nationwide will become aware of a new collaborative model for designing programs and researching audience needs. Students who participate in offering their own solutions to team questions will practice the skill of imagining and learn how to create unique solutions through an integrated design process.

In the long term, the planning process will generate programs and resources that support teachers as they gain skill in using art-based strategies to support and deepen student learning across the disciplines in grades P–16. Through these programs, teachers will gain confidence in using object-based learning and visual literacy

strategies to engage students in learning. Students in grades P–16 will build skill in literacy, problem solving, communication, collaboration, and creative expression.

**How will you measure success?:** A summative evaluation will first assess the degree to which short-term project impacts were achieved, including a focus on the ways in which program participants benefited from their experience in the project. Short-term impacts will be assessed for participating NCMA staff and local P–16 educators and students who form the project planning team and will form the core of summative evaluation efforts, given the predominant project focus on capacity building and professional development for these audiences. Baseline data will be collected at the outset of the project to document participants' initial attitudes toward and understanding of the P–16 educational environment, P–16 educator and student needs, and the role art museums can play in shaping/supporting P–16 education at large. Baseline data will also document participants' initial use of and comfort with implementing collaborative design processes in their professional/teaching practice. Corresponding post-project data will be collected at the end of the project as a way to assess change. Multiple methods for collecting pre- and post-program data will be employed and might include a combination of concept-mapping activities, individual interviews, and/or online questionnaires.

Second, while it is not within the scope of a planning grant to assess the degree to which target audiences are impacted in the long term, an investigation around the degree to which target audiences and key project stakeholders perceive this planning process would provide value to them in the future will be helpful in informing project decision-making beyond the life of the grant. One way to do this will be to vet final project outputs (including an itinerary of guiding questions around the future of P–16 education and the role art museums can play in shaping that future, an audience needs assessment, a current review of the literature, and best-practice program solutions) among key audiences and stakeholders who did not directly participate as part of the project team (e.g., the Thought Partners and a sample of P–16 educators and art museum educators across the country). These audiences will be asked to reflect on the potential value of the design process model and associated project outputs to their professional/teaching practice and to their respective fields at large. These audiences might also be asked to reflect on what they perceive are key strengths of the model and identify any areas for improvement/clarification.

**What project results will be of value to the field?:** This project tackles a critical and immediate question that impacts any museum that aims to serve and engage student and teacher audiences in meaningful ways, especially in an era when STEM priorities can overlook the power of the arts to engineer creative thinking and problem solving. The nationally relevant questions and unique solutions contributed by the project Thought Partners and Collaborative Planning Team can help inform and guide program planning in other institutions. The proposed planning process can also serve as a model for local audience research, co-creation, and collaborative problem solving. The integrated design process that is at the heart of the planning project also demonstrates how museums and educators can apply and improve upon processes used in other sectors to solve museum issues.

**How will you sustain the benefit(s) of your project?:** A key priority in Year Two will be the sustainability of programs and resources developed during the planning phase. In addition to submitting a National Leadership Grant application to IMLS and a Model Development and Dissemination Grant application to the U.S. Department of Education, the NCMA will seek funding from national foundations that focus on educational programming to support full implementation of these creative solutions. Refined programs and resources will be scalable to allow for a range of funding and implementation options, as well as to be replicable by a wide array of museum types and sizes.

**SCHEDULE OF COMPLETION (October 2014- September 2015)**

Design Process Phase	Date	Activity
	October November December	<ul style="list-style-type: none"> <li>● 1st meeting of <i>Collaborative Planning Team (CPT)</i> to examine goals, processes of project, and develop provocative questions for experts.</li> <li>● Collect baseline summative evaluation data from primary audiences</li> <li>● Define key ideas to project such as integrated learning and STEM.</li> <li>● Project staff develops and issues <i>Thought Partner</i> discussion (ASK Prompt).</li> <li>● Thought Partners respond to prompt through email and videoconferencing.</li> <li>● NCMA shares progress and key questions with Museum-Ed community</li> </ul>
	January February March- April April May	<ul style="list-style-type: none"> <li>● 2nd meeting of <i>CPT</i> to brainstorm possibilities, anticipate future needs, and generate strategies for students to design their ideal classroom.</li> <li>● Project staff research, gather models, and discuss with <i>CPT</i> through Moodlerooms.</li> <li>● Project staff will observe student projects in progress, anticipate needed resources for prototypes, and plan <i>Thought Partner</i> discussion (IMAGINE Prompt).</li> <li>● Review first process evaluation report of findings; discuss changes/shifts that need to be implemented before next <i>CPT</i> meeting.</li> <li>● 3rd meeting of <i>CPT</i> to discuss current findings and and list provocative “IMAGINE” questions for <i>Thought Partners</i>.</li> <li>● <i>Thought Partners</i> respond to IMAGINE questions.</li> <li>● <i>CPT</i> documents student work with reflective writing, photographs, and videos to share and discuss on Moodlerooms and exhibit at NCMA.</li> <li>● NCMA shares <i>Thought Partner</i> responses and student products via Museum-Ed.</li> </ul>
	June July August September	<ul style="list-style-type: none"> <li>● <i>CPT</i> analyzes student work; articulates solutions to prototype on larger scale.</li> <li>● 4th meeting of <i>CPT</i> to categorize student work, develop plans to prototype, and list “PLAN” questions for <i>Thought Partners</i>.</li> <li>● NCMA hosts Summit to connect the <i>Thought Partners</i> with <i>CPT</i> to discuss art museums’ role in supporting future learning. Local educators, administrators, business partners invited to hear and respond to <i>Thought Partner</i> panel discussion.</li> <li>● Review second process evaluation report of findings and discuss changes/shifts that need to be implemented before Year 2.</li> <li>● Museum-Ed webinar to share progress, <i>Thought Partner</i> input, and plans.</li> </ul>

**SCHEDULE OF COMPLETION (October 2015- September 2016)**

Design Process Phase	Date	Activity
 <p>The diagram shows a central circle labeled 'Design Process' surrounded by five colored pentagons representing the steps: Ask (green), Improve (orange), Imagine (teal), Create (blue), and Plan (purple).</p>	<p>October November December January February</p>	<ul style="list-style-type: none"> <li>● Project staff begin to develop resources to prototype museum education programs and develop <i>Thought Partner</i> discussion.</li> <li>● 5th meeting of <i>Collaborative Planning Team</i> to experiment with a selection new program prototypes and list provocative “CREATE” questions for <i>Thought Partners</i>.</li> <li>● Project staff develop plans and write grants to fund and sustain programs and resources.</li> <li>● 6th meeting of <i>Collaborative Planning Team</i> to experiment with resource prototypes.</li> <li>● Continue discussion in Moodlerooms throughout the process.</li> <li>● <i>Thought Partners</i> respond to CREATE questions and select prototypes.</li> </ul>
 <p>The diagram is identical to the one above, showing the 'Design Process' with steps: Ask, Improve, Imagine, Create, and Plan.</p>	<p>March April May-September</p>	<ul style="list-style-type: none"> <li>● Student products associated with CREATE step and prototype resources exhibited at NCMA.</li> <li>● Project update via blog and social media.</li> <li>● Conduct summative evaluation measuring impact of project on primary audiences and assessing potential value among the education field at large.</li> <li>● 7th meeting of <i>Collaborative Planning Team</i> to review evaluation, reflect on <i>Thought Partner</i> responses, and recommend refinements.</li> <li>● Refinements made and plans reviewed by <i>Thought Partners</i>.</li> <li>● Share project results through conference presentations, Museum-Ed community, funders.</li> <li>● 8th meeting of <i>CPT</i> to determine statewide implementation, scale-ability, dissemination strategy, and promotion plan.</li> </ul>