



## **Museum Grants for African American History and Culture**

**Sample Application MH-00-16-0029-16  
Funding Level: \$25,001-\$150,000**

### **Tubman African American Museum**

Amount awarded by IMLS:	\$57,600
Amount of cost share:	\$58,511

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.

Tubman Museum of African American Art.History.Culture  
Increasing Institutional Capacity and Effectiveness  
Abstract

The Tubman African American Museum requests support to hire an additional staff member, an Education Coordinator, to assist with promoting, booking, and conducting group tours; recruiting and training volunteer docents to lead tours; to schedule requested value-added activities for tours (including drumming, art workshops, creative movement, etc.) provided by Tubman Outreach Teachers; and to collect feedback and data on these tours and their effectiveness.

Additional staff is needed because of increased demand for tours and educational programs from school teachers, interested community members, and out-of-town visitors. Two factors have contributed to the increased demand. First is the **commitment of the public schools** in 2014 to secure private and public funding for on-site educational tours. Second is **the opening of our new facility** in May of this year with greatly increased exhibit, program and classroom space and in a more accessible and attractive location. Thus, capacity for and demand for admitting more visitors to exhibits and to onsite classes have increased. Yet, the number of staff administering these burgeoning programs has not.

The Tubman anticipates taking two years to fully implement this proposal. Beginning August 1, 2016 the Tubman would hire and begin training an Education Coordinator to promote, book and lead onsite group tours, and to recruit and train volunteers to conduct tours tailored to the needs and interests of particular groups. The Director of Education and Outreach and the Education Coordinator will attend conferences for professional development. Education Staff will meet on a quarterly basis with the Center for Program Evaluation and Development at Georgia College to identify goals, indicators of success (including stakeholders affected), and measures for those indicators. Next, CPED will guide our staff through data collection, analysis, interpretation, and evidenced based decision-making. Finally, CPED will facilitate reflection on the effectiveness of evaluation efforts and usefulness of information produced, which will lead back to the beginning of the cycle.

The beneficiaries of this expanded capacity to serve will be the residents and students of Middle Georgia and visitors who come from other areas in the state and throughout the Southeastern United States. People who experience the Tubman's educational tours are immersed in the richness of African American art, history, and culture. This knowledge contributes to increased racial understanding and tolerance for people of other races and increased self-respect and self-understanding for African Americans. Ongoing national incidents of racial violence and disharmony point up the compelling need for such enlightenment. In addition, the majority of students in the public schools in Middle Georgia are from low-income households with no means to provide their children with arts education. The Tubman Outreach Program can alleviate this deficit. The academic benefits of arts education are well-documented.

We will measure our success by engaging the Center for Program Evaluation and Development at Georgia College to conduct an external evaluation which will compare the project as implemented to our proposed plans. Changes will be documented and examined, and the quality of implementation will be measured using observations, interviews, and surveys. Alignment with selected IMLS Agency and Performance goals will be examined.

## 1. Statement of Need

### **Need for increasing capacity for onsite tours and educational programs**

The Tubman Museum proposes to build institutional capacity and efficacy to meet the growing demand for onsite tours and educational offerings. We would accomplish this by hiring and training a critically needed staff person, an Education Coordinator, to assist the Director of Education and Outreach. The increase in demand has come about from building partnerships with schools, colleges, and community organizations and from the opening in May of this year of our long-awaited new museum building in downtown Macon. To expand the capacity of our staff to substantiate and improve efficacy of our onsite educational programs, we will commission and implement a professionally designed evaluation which will serve as the basis for future planning.

**Increased demand for and importance of school programs** Since the Museum first opened its doors to the public in 1985, the Tubman has collaborated with school administrators, teachers, and artists to develop innovative educational programs that provide direct engagement with African American art, history and culture through storytelling, film, visual arts, performing arts, and guided tours of exhibits. These tours explore the stories behind the artists, their works of art, historic artifacts, and important events in African American history. The Tubman is the only museum in Georgia and the largest museum in the Southeast devoted to presenting and exploring African American art, history, and culture. Our tour guides and artist-educators approximate the role of the traditional West African griot, who acted as their community's oral historian, storyteller, artist, musician, and cultural ambassador.

The Tubman has worked with schools in Bibb County and throughout Central Georgia to provide arts and cultural learning experiences which the schools cannot provide. When the economic downturn in 2008 resulted in a loss of revenues for student field trip transport, the Tubman responded (with grant funding from IMLS) by developing traveling exhibits and an outreach program which sends artist-educators to schools. Although the economy has revived considerably, Georgia lawmakers continue to make austerity cuts to public education. Cuts have amounted to \$4.6 billion since 2012 resulting in a budget which falls short by \$746 million of the Quality Basic Education mandates adopted by the Georgia legislature. However, the local public school system deemed the onsite museum experience at the Tubman so valuable to students that they solicited private donations to enable Bibb County third-graders to visit the Tubman. From October 2014- May 2015 over 1,150 third graders from 13 of the 23 Bibb County elementary schools visited the Tubman Museum for guided tours.

There is a need to provide enriching experiences to the 62.2 per cent of Georgia's schoolchildren who are impoverished. (The poverty threshold is defined as a family of four with annual income below \$24,250.) For these children, the Tubman may well provide a singular opportunity to experience art and African American history exhibits, live storytelling, and arts education since their families and the schools they attend lack the resources to provide such opportunities. Hands-on and arts-integrated learning has been shown to enhance academic performance. The Tubman partners not only with

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Narrative

schools to provide these beneficial educational experiences but also with agencies such as Girl and Boy Scouts, Big Brothers/Big Sisters, and many other civic- and church-sponsored afterschool and summer enrichment programs. For several years we sponsored our own Heritage Camps in the summer but have found that we can serve many more children by offering the Tubman onsite experience to existing camps and programs in this community and throughout the state.

It is also important to note that 54% of Bibb County Public School students are African-American, whereas 24% of children enrolled in private academies are minorities. Fifty years after the passage of the Civil Rights Act, schools, neighborhoods and churches in our community remain racially segregated. Inevitably, this separation limits the social interactions and associations necessary for easy familiarity and mutual understanding among people of different ethnicities. The Tubman is a critical resource in our community and in our state for educating African Americans about their own history and for educating people of other racial origins about African American history and culture and its impact on this nation and the world. Black lives matter; therefore black history matters.

**Increased demand from community organizations** The potential for the Tubman to both strengthen a positive identity among African-Americans and to increase inter-racial sensitivity and understanding extends to people of all ages and backgrounds. The interest and demand from senior groups, family reunions, church groups, pre-K- college classes, bus tours, and civic organizations for personalized tours and experiences tailored to the ages and interests of each group is growing.

**Need precipitated by opening of new facility: or, if you build it, they will come** While the Tubman Museum successfully managed at its original 8,500 square-foot building and through its American history and art outreach programs and offsite events to reach a large number of public school students and families, onsite offerings were limited by the size of our building – which could not easily accommodate large tour groups or programs. With the move to the new museum, **demand for tours and onsite programs has doubled** - 4,796 people visited the new facility from its opening in May of this year through July, nearly twice the number (2,454) who visited May-July of the previous year 2014. We anticipate large numbers of visitors in all categories during January and February because of Black history month. **Membership has tripled** (from 229 to 682). The number of programs, concerts, and events we're offering at the museum and bookings for school and group tours continue to grow. Our new building offers dramatically expanded exhibit galleries, dedicated classrooms with computer and audio-visual technology, performance space, and the capacity to accommodate large groups from schools, churches, family reunions, senior groups, and other interested groups. This expands our capacity to build on existing partnerships with area colleges and schools. It also expands our capacity to host large events – including our annual Pan African Festival and concerts – both inside the building and outdoors in the block-long plaza which our building faces.

**Although our building is much larger, our staff size is the same.** The Director of Education and Outreach needs an assistant in order to provide quality tours and classes to increasing numbers of museum visitors and to students. Tours are being conducted at present by two department heads

(Director of Education and Outreach and Director of Exhibitions) with some help from a small pool of volunteers. This model worked well enough in our smaller building. However, since the opening of our palatial new building In May of this year, memberships have tripled and onsite visits have doubled. Thus, both physical capacity to accommodate more visitors and demand for onsite tour, classes and event bookings have increased. Yet, the number of staff administering these burgeoning programs has not. We built it; they came. Now we need more staff to meet the fortuitous challenge of increased demand.

## **2. Impact**

Hiring an Education Coordinator to enhance and increase our programmatic offerings will fulfill the IMLS performance goal of enhancing learning by “training and developing museum professionals.” The Tubman experience “places the learner at the center and supports engaging experiences in museums that prepare people to be full participants in their local communities and our global society.”

Hiring and training an Education Coordinator will increase institutional capacity in five ways. 1) It will provide us sufficient staff to recruit and train additional docents needed to serve our target audience; expanding our pool of trained volunteers will contribute to sustainability of onsite programs. 2) It will increase our capability to promote our offerings to public and private schools throughout the state, the community and to visitors. 3) Revenues from increased tour groups and fees for value-added experiences (such as visual art classes, creative movement) will provide additional support for museum programs and operations. 4) The Director of Education and Outreach will be free to focus on planning, developing and producing curricula for onsite tours and outreach programs. In addition, the Director of Exhibitions who often pinch-hits as a docent will be free to focus on his primary work which has increased due to expanded exhibit and storage spaces in our new building. 5) Expand the capacity of staff to use evaluation to assess and improve the impact our educational programs have on our audience. We know our tours are popular but we have not systematically determined their efficacy in carrying out our mission “to educate people about African American art, history and culture.”

Increasing our capacity to reach more students and other visitors will expand the positive educational and societal benefits to students, to visitors, to our community, to our state. Students learn about the art, history and culture of African Americans, who are the racial/ethnic group in the majority in Bibb County and who comprise from 18-86% of the populations of various communities throughout the Southeastern United States. Academic performance of students improves when they receive exposure to and education in the arts, which is a component of our programs. This finding has been well-documented in academic research world-wide. According to research published by Americans for the Arts schools with students enrolled in fine arts programs have lower dropout rates, higher attendance, and higher academic achievement in reading, math, and science. Certain populations, including economically disadvantaged children and children needing remedial instruction, are uniquely benefitted by learning in the arts. This research coincides with the outcomes we have witnessed in one local school with a high percentage of at-risk students. Over 97% of 80 previously

under-performing third- and fifth-grade students who received instruction through our John Oliver Killens outreach workshops (provided in partnership with faculty and students from Middle Georgia State University's School of Education) successfully passed the required Criterion Referenced Competency Tests (CRCT) in Math and Reading. In addition to elevated academic performance, exposure to African-American art, history and culture contributes to greater cultural understanding and a heightened appreciation of diversity.

### **3. Project Design**

An Education Coordinator will be hired and trained to do the following:

1. Promote, book and conduct group tours of the museum
2. Recruit and train volunteer docents to lead personalized tours. These recruits will come from a pool of existing volunteers, members and retired teachers.
3. Coordinate "added value" requests for tour groups. "Added value" is a phrase we coined for additional activities (drumming, art workshops, and creative movement) designed and presented by our artist-educators (visual and performing) who have expertise in African-American history and culture.
4. Promote tours to teachers and school administrators – both public and private – and serve as a liaison with community groups and with the Macon-Bibb Convention and Visitors Bureau, which books reunion groups, conferences and bus tours
5. Schedule tours, collect feedback data and administer follow-up correspondence using pre- and post-visit assessments designed for us and taught to us by a professional evaluation team.

Both the new Education Coordinator and the Director of Education and Outreach will be provided with training and professional development opportunities – Southeastern Museum Conference, Association of African American Museums.

### **Project Evaluation**

The Center for Program Evaluation and Development at Georgia College will conduct the external evaluation. CPED specializes in state and federally funded grants in K-16 educator development, technology integration, out of school time/informal learning programs, and museum programs. (See supporting documents)

Evaluation has two goals: 1) provide program evaluation for the project, and 2) work with the museum staff to enhance the evaluation capacity of the museum. Effective evaluation requires a multi-layer plan that examines not only the implementation and outcomes of the project but also provides formative data on all program components to inform needed midcourse corrections. Program evaluation focuses on three areas: 1) Program implementation; 2) Progress toward Agency and performance goals and; 3) program sustainability. Evaluation in each of these areas incorporates a combination of qualitative and quantitative methodologies and includes regular informal and formal

feedback to program leadership. In addition, to support work from this project CPED will work with the Tubman Museum staff to enhance its evaluation capacity.

**Implementation evaluation** seeks to answer two implementation evaluation questions: 1) To what extent was the program implemented as planned; what changes were made and why? and 2) In what ways did program implementation affect program development and participant outcomes? To answer questions, actual implementation will be compared with proposed plans, changes will be documented and examined, and the quality of implementation will be measured using observations, interviews, and surveys. **Progress on Agency and Performance Goals** measures progress toward overall Agency Goals and specific program performance goals. For each goal primary beneficiaries are identified and data collection strategies developed. Formative feedback will be provided on a regular schedule throughout the project and include formal reports and informal feedback through quarterly meetings with project leaders to report on evaluation findings and make recommendations and through timely feedback on data collection activities. Data from the evaluation will be available to share with IMLS, present to local Tubman stakeholders, use in Tubman publications/brochures and present at professional conferences (e.g., Southeastern Museum Conference and Association of African American Museums). **Sustainability** evaluation will focus on answering the following three questions. To what extent has the program: 1) Secured funding or other resources to sustain program activities? 2) Developed partnerships or collaborations that support program objectives? and 3) Established/modified policies and practices that support program objectives? Data collection for sustainability will consist primarily of information gathered through document analyses, interviews/focus groups, and surveys. **Data analysis** will consist primarily of descriptive statistics related to participant characteristics and interpretation of qualitative data. Constant comparative analysis will be used to identify patterns in data obtained through interviews, focus groups, and observations. Comparisons also will be made between stated project plans and actual activities. Analysis of quantitative data, such as pre/post surveys will employ simple descriptive statistics and analysis of variance(ANOVA) to measure change over time or between participant groups. [See Supplemental Materials for a detailed description of entire evaluation plan and a table summarizing goals, indicators of success, data collection methods, responsibility for data gathering, and data gathering and analysis schedule.]

**Developing evaluation capacity** requires both the development of Tubman Museum staff evaluation skills and the promotion of a culture that values evaluative thinking. The model of evaluation capacity building is cyclical and will begin developing the Tubman's ability to identify goals, indicators of success (including stakeholders affected), and measures for those indicators. Next, CPED will guide the Tubman through data collection, analysis, interpretation, and evidenced based decision-making. Finally, CPED facilitate reflection on the effectiveness of evaluation efforts and usefulness of information produced, which will lead back to the beginning of the cycle.

