



Museum Grants for African American History and Culture

Sample Application MH-00-17-0016-17
Funding Level: \$5,000-\$25,000

The National Jazz Museum in Harlem New York, NY

Amount awarded by IMLS:	\$24,882
Amount of cost share:	\$0

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Abstract

The National Jazz Museum in Harlem, a Smithsonian Affiliate, seeks funding to develop five new education programs that will serve thousands of K-12 students who participate in annual field trips to our Visitors Center in the heart of Harlem. Since 2014, the Museum has offered two on-site education programs for K-12 students, and our teaching artists regularly have to adjust the curricula to accommodate student groups that span 13 grade levels. There is now great demand for these education programs, particularly among public schools in Harlem and Upper Manhattan. Many school teachers and administrators would like to bring their students to the Museum every year. Yet, this can only happen if the Museum is able to provide differentiated instruction that builds on students' skills and knowledge from year to year. In order to meet the schools' needs, a priority is to create additional K-12 education programs that also can be offered as in-school presentations.

Ryan Maloney, the Museum's Director of Education and Programming, will work with an experienced museum education firm, Museum Partners Consulting, LLC, to create sequential, interactive education programs aligned with New York City, New York State and Common Core learning standards. Each program will use the Museum's unique artifacts and exhibits to help students gain a broader appreciation for the music and culture of jazz, Harlem and the New York City community. With the addition of these five education programs – bringing our total offerings to seven – the Museum will have a much greater capacity to provide engaging, age-appropriate programming for our growing number of student visitors from New York City and beyond. This will enable the Museum to accomplish its public service goals and be of greater assistance to K-12 schools.

The five new programs to be developed are: *Movin' and Groovin'* for Kindergarten and 1st grade students; *Charlie Parker Played Bebop* for grades 4 and 5; *Dancing in Harlem* for grades 6 and 7; *Harlem Renaissance and Jazz* for grades 8 and 9; and *Civil Rights and Jazz* for grades 10 and 11. Our two existing education programs, *Oom Bop Sh'Bam* and *Born in Harlem* will then be offered for grades 2-3 and grade 12, respectively.

Each new curriculum will include teaching notes as well as activity demonstration videos that will be used to train the Museum's teaching artists to lead these programs. Additionally, the Museum will develop a pre-visit curriculum and listening guide for each of the five new programs, so that teachers can prepare their students for their field trips to the Museum. Online content also will be made available on the Museum's website to support the pre-visit curricula, and three of the education programs will offer "Exhibit in a Box" learning kits that will be delivered to teachers prior to their visit. These kits will include audio recordings, photos, listening guides, copies of artifacts, and classroom activities to engage teachers and students prior to their visit.

An IMLS grant for the one-year period from August 2017 through July 2018 will enable the Museum's Education Committee to create the framework for the five new education programs. Ryan Maloney will then work with the museum education consultant to identify how these programs can align with school curricula and best support classroom learning. Maloney and the museum education consultant will develop the education programs with input from the Museum's teaching artists, test the content by conducting pilot programs with student groups, and modify and finalize the content. Evaluation tools will be created to capture verbal and written feedback from students, teachers and parents who participate as test audiences. This may lead to considerable enhancements before the programs formally debut. The final steps will be to develop the pre-curriculum content and record education program demonstrations for teaching artist training purposes.

As a result of the project, the Museum will offer differentiated K-12 programming that better supports classroom learning and aligns with school curricula; the Museum will be able to build long-term relationships with schools by offering a wide range of sequential, on-site and in-school presentations; and students will develop a deeper understanding of the musical and cultural impact of jazz. To measure success, teachers, parents and older students who participate in group visits will complete surveys using the Museum's iPads. Surveys will capture qualitative and quantitative information, and will be compiled through Google Forms. The Museum will track the number of students and school groups, geographic location and types of schools, and number of times each education program was presented. Data will help refine the visitor experience.

Project Narrative

1. Project Justification

The National Jazz Museum of Harlem respectfully requests IMLS funding to develop five new education programs that will serve thousands of K-12 students participating in annual field trips to our Visitors Center in the heart of Harlem. Shortly after hiring Ryan Maloney as its first, full-time Director of Education and Programming, the Museum developed and began offering two on-site K-12 education programs in 2014. These student group visits, led by Maloney and other trained teaching artists, have experienced great success, serving more than 3,000 students over the past two years. Moreover, these programs have become central to accomplishing the Museum's mission of preserving, promoting and presenting jazz and introducing visitors to 100 years of Harlem and African-American contributions to jazz and American culture.

Currently, *Oom Bop Sh'Bam* provides our youngest learners in grades K-6 with a fun-filled introduction to jazz and improvisation. *Born in Harlem* is our interactive, multimedia presentation for students in grades 7-12 that explores the musical history of Harlem through classic recordings, videos and live music. These programs are offered in 60- and 75-minute formats. With only two education programs for K-12 students, our teaching artists regularly have to adjust the curricula to accommodate student groups representing 13 grade levels.

There is now great demand for the Museum's education programs, particularly among public schools in Harlem and Upper Manhattan. Many local school teachers and administrators would like to bring their students to the Museum every year. Yet, this can only happen if the Museum is able to provide differentiated instruction that builds on students' skills and knowledge from year to year. In order to develop long-term relationships with area schools and meet their needs, a priority is to create additional K-12 education programs that also can be offered as in-school presentations. IMLS funding will address this need by supporting the development of five new K-12 education programs.

Ryan Maloney will work with award-winning museum educator Claudia Ocello, the President & CEO of Museum Partners Consulting, LLC, to create sequential, interactive education programs aligned with New York City, New York State and Common Core learning standards. Each program will use the Museum's unique artifacts and exhibits to help students gain a broader appreciation for the music and culture of jazz, Harlem, and the New York City community. With five new education programs for K-12 students complementing our existing two programs, the Museum will have a much greater capacity to provide engaging, age-appropriate programming for our growing number of student visitors from New York City and beyond. This will enable the Museum to accomplish its public service goals and be of much greater assistance to local elementary, middle and high schools.

This project will address the IMLS grant program's Learning Experiences goal of developing and providing inclusive and accessible learning opportunities for K-12 students. By creating curricula for five new K-12 education programs and bringing our total number of K-12 education programs to seven, the Museum will be able to provide much more targeted learning experiences for young people. Some of these students will be learning about jazz for the first time, while others will be building on their knowledge and their earlier visits to the Museum.

2. Project Work Plan

The Museum will develop curricula and interactive content for five new K-12 education programs, each of which will run for 60 to 75 minutes at our physically accessible, ground floor Visitors Center in central Harlem's cultural corridor.

The five new education programs to be developed are:

Movin' and Groovin' for Kindergarten and 1st grade students:

This program will focus on movement and improvisation, and connect Harlem's legacy of dance to today's young people.

Charlie Parker Played Bebop for grades 4 and 5:

Using poetry and the book Charlie Parker Played Bebop, participants will use language as a tool for improvisation and composition, through music and spoken word.

Dancing in Harlem for grades 6 and 7

Most social dancing seen today can be traced back to Harlem through artists like Michael Jackson, James Brown, the Nicholas Brothers and the Lindy Hoppers of the Savoy Ballroom. Using video, demonstrations and audience participation, the Museum will connect Harlem's dance culture to the lives of young people today.

Harlem Renaissance and Jazz for grades 8 and 9

Harlem's creative output during the 1920s and early 1930s is unmatched in U.S. history. This program will help students draw cultural connections between music and the visual arts, poetry, theater and the written word.

Civil Rights and Jazz for grades 10 and 11

Jazz has always been an expression of freedom. Musicians have used their music to integrate audiences and the bandstand, and to bring greater awareness to the challenges faced by African Americans in our country. Using videos, images and audio, this program will prompt students to discuss how music has played an important role in the Civil Rights journey.

The Museum's existing *Oom Bop Sh'Bam* education program will be offered for students in grades 2 and 3. Our existing *Born in Harlem* presentation will become the designated program for 12th graders, as well as college students.

The new education programs will utilize the Museum's unique collections, which are composed of countless items that document the fascinating history of jazz, its musicians and their global contributions. This includes more than 30,000 audio recordings, including many rare and unreleased recordings; big band arrangements from the great big bands led by Benny Goodman, Benny Carter, Count Basie and other noted musicians; various music periodicals including and a nearly complete collection of *DownBeat* magazines dating back to the 1930s; and the full or partial personal collections of musicians including Dr. Billy Taylor, Eddie "Lockjaw" Davis and Benny Carter. Our archive also includes more than 500 audio and video recordings of Museum events, concerts and programs from the past 15 years, and more than 200 compelling video oral histories of leading figures in jazz, including Clark Terry, Marian McPartland, Cedar Walton and Roy Haynes, in our self-produced *Harlem Speaks* collection.

The Museum's *Morris Hodara Collection* is one of the world's greatest collections of Duke Ellington recordings, books, photographs and other memorabilia. Our prized *Savory Collection* includes more than 100 hours of live recordings by Count Basie, Louis Armstrong, Billie Holiday, Lester Young, Duke Ellington, Lionel Hampton and Fats Waller made from New York City radio broadcasts aired between 1935 and 1941. Once only rumored to exist, visitors can now listen to these remastered recordings at the Museum.

Each new education program curriculum will include teaching notes and activity demonstration videos that will be used to train the Museum's teaching artists to lead these programs. Additionally, the Museum will develop a pre-visit curriculum and listening guide for each of the five new programs, so that teachers can prepare their students for their field trips to the Museum. Online content also will be made available on the Museum's website to support the pre-visit curricula.

Three of the education programs – *Harlem Renaissance and Jazz*, *Civil Rights and Jazz*, and *Born in Harlem* – will offer “Exhibit in a Box” learning kits that will be delivered to 8th - 12th grade teachers in the weeks prior to their visit. These kits will include audio recordings, photos, listening guides, copies of artifacts, and classroom activities to engage teachers and students in preparation for their visit.

Director of Education and Programming Ryan Maloney will plan and implement the project and coordinate the evaluation. He will be the staff member designated to represent the Museum at IMLS meetings. Maloney will work closely with Claudia Ocello to design and develop the five new education programs and supplemental materials. Managing Director Jasna Radonjic will oversee the project and be actively involved in its execution. Maloney and Radonjic will ensure that Ms. Ocello completes her work according to the Museum's framework, on time, and within the allotted budget.

At the start of the grant period, Maloney will work with the Museum's Education Committee, led by our Founding Director & Senior Scholar Loren Schoenberg and our Board Chairman Timothy Porter, to create the framework for the education programs. Maloney will then contract with Claudia Ocello and work with her to determine how the education programs can best align with school curricula and support classroom learning. Maloney and Ocello will then develop the education programs with input from the Museum's teaching artists, test the content by conducting pilot programs with mock groups and student groups, and modify and finalize the content.

Initial evaluation tools will be designed to capture verbal and written feedback from the students, teachers and parents who participate as test audiences. This may lead to considerable changes before the programs formally debut.

The final steps will be to develop the pre-curriculum content and record education program demonstrations for in-house teaching artist training purposes. There are very few risks in creating additional education programs, beyond the upfront consulting, graphic design and printing costs, along with the staff time involved. Once the project is created, it will require minimal upkeep in terms of ongoing costs, and may generate a small profit from the approximately 60% of school groups that pay a modest group visit fee.

As the Museum's lead teaching artist, Maloney will be responsible for training the Museum's teaching artists to deliver the new education programs and modify their presentations for audiences with special needs. He will observe teaching artists leading presentations, first for mock groups of participants (such as Museum staff, Board members and docents) and later with student groups. Maloney also will train Visitors Center staff and docents to provide support to the visiting school groups, ensuring they have the best possible experience. The five new education programs will be fully implemented into the Museum's group visit offerings for schools beginning in April 2018 to coincide with the Smithsonian Institution's national Jazz Appreciation Month initiative.

Ryan Maloney, Director of Education and Programming, is a saxophonist, archivist, historian and music educator. He develops and oversees the Museum's collections, exhibits, education programs, and public programs for visitors of all ages. Prior to joining the Museum in 2013, he worked for eight years as Director of Education & Programming at Jazz House Kids in Montclair, New Jersey.

There, he developed a range of in-school, out-of-school and summer programs for K-12 students of all backgrounds, income levels and musical abilities. A professional educator, Maloney has taught music at all grade levels, from pre-K to college in the U.S. and Ireland. He has worked as a research consultant on several books, articles and documentary films on jazz artists including Herbie Nichols, Benny Goodman, Dexter Gordon and Elmo Hope, and contributed to a documentary film on musician and producer Teo Macero. A noted resource himself, Maloney has served as Reference Librarian and Assistant Archivist at the Institute of Jazz Studies at Rutgers University-Newark. Maloney received his master's degree in jazz history and research from Rutgers University-Newark and his undergraduate degree in music education and saxophone performance from the University of Minnesota-Morris.

Jasna Radonjic, Managing Director, is a seasoned arts administrator with more than 15 years of experience with nonprofit arts organizations and programs. She served as Administrator of the Jazz Studies Program at the Juilliard School and Program Manager for American Music Abroad, a cultural diplomacy program at Jazz at Lincoln Center, sponsored by the U.S. State Department. Radonjic was an advocate for American classical music as Executive Director of the American Composers Alliance, where she revitalized and restructured the organization, created and produced a Festival of American Music to critical acclaim, and digitized the collection of more than 10,000 manuscripts of American composers. Based on her dedication to preserving and promoting American music, she was awarded permanent residence in the U.S. in the category of "individuals of extraordinary ability who have had significant impact in an area of national interest." Radonjic holds a master's degree in musicology from New York University, and a master's degree in music and theater studies from Copenhagen University, Denmark.

Claudia Ocello is President & CEO of Museum Partners Consulting, LLC, which she founded in 2008. She has more than 25 years of experience working on museum exhibitions, education programs, and accessibility and evaluation projects. Her museum career began at the Newark Museum teaching education programs. After receiving her master's degree in museum education from Bank Street College in New York City, she worked at the J. Paul Getty Museum and the Barnum Museum. During her 10-year tenure at the New Jersey Historical Society, Ocello led a team of educators in developing and teaching award-winning education programs and worked on award-winning exhibitions, first as Curator of Education and later as Director of Programs and Exhibitions. As Associate Director of Education and Public Programs at Save Ellis Island, she developed education programs for school groups and teachers. In 2008, Ocello received the Award for Excellence in Practice from the Education Committee of the American Association of Museums, the highest recognition by her peers. In 2013, the New Jersey Association of Museums honored her with the John Cotton Dana Award. For 18 years, Ocello has co-taught museum education courses at Seton Hall University.

The Museum staff will conduct an ongoing evaluation of the project through its various phases, along with a formal evaluation when the grant period concludes. Maloney will conduct observations of the teaching artists as they practice and refine their group presentations using the new material. During this testing phase, the teaching artists will be asked to provide suggestions for improving the presentations and pre-curriculum materials.

To assess the impact of the new education programs, the teachers, parents and older students who participate in group visits will be asked to complete electronic surveys using iPads at the Museum. The survey responses will capture both qualitative and quantitative information, and will be compiled through Google Forms. The survey will ask respondents to indicate which portions of their visit were most impactful, what they learned that they did not know previously, and what they viewed as the program's strengths and weaknesses. Responses will help the Museum make enhancements and determine content for future education offerings.

Museum staff will track the number of visiting students, number of school groups, geographic location of school, type of school (e.g., public middle school) and number of times each education program was presented at the Museum. Data will be reviewed weekly and used to refine the visitor experience. Evaluation results will be shared with Museum stakeholders, including funders.

3. Project Results

As part of its comprehensive evaluation, the Museum will collect and report data for the two IMLS performance measurement statements for the Learning Experiences goal. These statements are: “My understanding has increased as a result of this program” and “My interest in this subject has increased as a result of this program.” Using iPads in the Museum’s Visitors Center, the students, teachers and parents completing surveys will be able to indicate whether they strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with those and several other statements designed to assess program impact. Data to be collected will include the number of participants, number of total survey responses, number of responses per answer option, and number of non-responses.

Intended results are as follows:

- Through the proposed education program expansion, the Museum anticipates at least a 20% increase in students served through group visits, from 1,600 students currently to a projected 1,920 in year one and continued growth in year two and beyond.
- By offering differentiated K-12 programming, the Museum will better support classroom learning by enriching content-specific areas that align with in-school curricula at the elementary, middle and high school levels.
- The enhanced educational programming will enable the Museum to build sustainable relationships with schools and offer a wide range of sequential, on-site and in-school presentations.
- Students will develop a deeper understanding of the musical and cultural impact of jazz, its musicians, the Harlem Renaissance, and ways in which jazz continues to impact the world today.
- Students who live in Harlem will gain an appreciation for and take pride in the wide-ranging contributions their own community has made and continues to make toward the development and perpetuation of jazz.
- Some of the students may be inspired to return to the Museum with their family members and friends to explore our free exhibits and participate in our free, weekly public programs.

The tangible products that will result from the project are: five education program curricula with accompanying educational materials for use during the presentations; pre-curriculum lesson plans and listening guides; teaching demonstration videos; online content for the Museum’s web site to support the pre-visit curricula; and “Exhibit in a Box” learning kits for the three most advanced level education programs targeted to students in grades 8-12. Evaluation tools, including survey templates for students and teachers, also will be developed.

These materials will enable the Museum’s teaching artists to lead engaging presentations for student groups and contribute to the ever-expanding dialogue on jazz and Harlem’s vital contributions to African-American culture. The benefits of this project will be sustained, as Museum teaching artists will be able to expand the range and number of education programs offered each year at our Visitors Center and in the schools.

**The National Jazz Museum in Harlem
Schedule of Completion: August 2017 - July 2018**

