



## Museums for America

Sample Application MA-251410-OMS-22  
Project Category: Lifelong Learning

### Paine Art Center and Gardens

Amount awarded by IMLS:	\$248,980
Amount of cost share:	\$423,787

The Paine Art Center and Gardens will partner with the University of Wisconsin Oshkosh and the Oshkosh Area School District to develop ArtsCore Adventures, a new set of arts integrated field trips and activities for PreK–12 students. These new field trips will enhance the museum’s existing ArtsCore program, a professional development program for teachers that provides training in arts integration. Project activities will include staff development to increase capacity to offer new programs; developing and evaluating two to four new pilot Adventures; and fully implementing the new Adventures. At project completion, ArtsCore teacher alumni will have access to at least 10 new ArtsCore Adventures as they develop and implement an arts-integrated curriculum and bring their students to the Paine Art Center and Gardens for engaging field trip experiences.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the current Notice of Funding Opportunity for the grant program and project category to which you are applying.

## Project Justification

The Paine Art Center and Gardens (Paine) requests a grant of \$248,890 to support the enhancement of our ArtsCore program through the creation of ArtsCore Adventures. ArtsCore is a professional development program for teachers which provides training in arts integration. ArtsCore Adventures will be new arts integrated field trips and activities for students in grades PreK-12. The Adventures will be created by teachers who have been trained through ArtsCore working in collaboration with new and expanded Paine education staff positions. The Adventures will use the Paine estate's interdisciplinary dimensions of historic architecture, art collections, and botanical gardens as inspiration for engaging educational experiences that expand and deepen the teachers' arts integration practices with their students.

The ArtsCore Adventures project will address the IMLS Museums for America Objective 1.3, "Support in-school and out-of-school programs." The new project will also address the ArtsCore mission to develop the competence, confidence, and resiliency of area teachers as well as the Paine's strategic goal of expanding and deepening community engagement by attracting younger, more diverse audiences and teaching through arts integration.

ArtsCore is a program of the Paine offered in partnership with the University of Wisconsin Oshkosh (UWO) and the Oshkosh Area School District (OASD). The Paine is an historic estate that functions as a multi-disciplinary museum and venue, serving as the leading presenter of visual art in Northeast Wisconsin while also offering a spectrum of performing arts experiences. UWO is the third largest university in Wisconsin with more than 15,000 students. Founded as a teacher training school in 1871, UWO is the largest preparatory program for teachers in the region. The OASD serves approximately 9,800 students and employs more than 800 teachers. The district includes twelve elementary schools, five middle schools, two high schools, and three charter schools. The Paine collaborates with UWO and OASD to offer the ArtsCore program to improve the confidence, competence, and resiliency of educators who teach in and through the arts.

In 2014, UWO convened a series of planning sessions with stakeholders, including the Paine and OASD, to discuss challenges facing arts education in the region. OASD identified retaining teachers, especially teachers of the arts, both visual and performing, as a pressing problem in the district. Arts teachers often straddle two or more schools and have enormous student rosters. This workload, amplified by the lack of collegial and collaborative networks, mentoring, and ongoing professional development, causes many teachers to leave the field. Through discussion and research, planning participants identified arts integration as a compelling and relevant strategy to address the needs of local educators, particularly arts educators. The ArtsCore program was created to offer arts integration training to teachers, primarily in Oshkosh. While numerous external factors influence teacher retention and satisfaction, ArtsCore was designed to increase teachers' support systems by building collaborative networks among faculty who work together to implement arts integration strategies in their schools.

The arts integration strategy employed by ArtsCore's professional development program is a cross-disciplinary approach to teaching that equally values academic and artistic teaching methods and standards. The Kennedy Center defines arts integration as, "An approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both" (Silverstein & Layne, 2010). A sampling of current research found benefits for students in the development of reading and mathematics (Bernard, 2017; Brezovnik, 2015), competency and long-term retention of content (Rinne et al., 2011), and critical thinking skills (Duma, 2014) when students learn through arts integration. Notably, research shows also that arts integration builds collaborative networks among faculty and improves the retention and competency of new teachers (Burton et al., 1999; Stevenson & Deasy, 2005; Werner & Freeman, 2001). Arts integration is an effective strategy for increasing student learning, and perhaps equally important, it is an effective strategy for increasing teacher success and satisfaction. ArtsCore utilizes arts integration as the key strategy for creating rich, cross-disciplinary instruction that builds supportive relationships between educators who teach in and through the arts. Participation in ArtsCore strengthens the skill sets and pedagogical understanding of arts teachers and encourages and trains other teachers in their schools to collaborate with them and teach academic subjects through engagement in the arts.

Each school year ArtsCore convenes 25-30 area teachers for a year-long professional development experience centered in arts integration. Educators attend as school-based teams of two to five per school. These teams include teachers in arts and non-arts disciplines, which facilitates cross-curricular connections as teachers apply what they learn. The teachers meet together at the Paine for a three-day retreat in early August and for additional day-long sessions throughout the school year. Instruction is offered by UWO faculty, Paine curatorial and education staff, and guest presenters, including exemplary educators and artists from across the country. Teachers learn a variety of arts integration techniques that can be incorporated into multiple disciplines, such as stop-motion animation, tableaux, “opera-fied” storytelling, and sketching to learn science.

Formal and informal feedback from participating teachers has indicated that participation in ArtsCore leads to a marked increase in arts integration approaches in their classrooms, and that involvement in ArtsCore boosts their morale and the longevity of their careers (Strauch-Nelson, 2020). At least two schools that sent teams to ArtsCore are adopting an arts integration focus in all their classrooms. The training provided by ArtsCore takes teachers beyond their comfort level and moves them to a new level of confidence in their teaching, a condition necessary for developing “true teacher efficacy” (Pollard, 2019). The Paine, UWO, and OASD are committed to continuing the ArtsCore program through at least August 2025 (the conclusion of the original grant funding ArtsCore), and to offering continued support and training for teachers who complete their initial year of ArtsCore training.

A previous IMLS grant enabled the Paine to design and equip a classroom space, now completed and called the Studio, for hosting ArtsCore workshops and events. The next needed step in the implementation of the arts integration approach within OASD is to use the Studio and other resources of the Paine to help ArtsCore alumni develop creative, high-impact lessons for their students through field trips to the Paine estate.

Currently, 53 teachers in OASD are ArtsCore alumni or current participants. Renee Schumacher, an ArtsCore alumna who serves as OASD’s ArtsCore Coordinator, recruits teachers to attend ArtsCore’s professional development series each year, creating an ever-growing pool of alumni who lead arts integration efforts in their schools. This target group of teachers trained in arts integration will collaborate with the Paine’s education staff in the development of ArtsCore Adventures. Research indicates that at least three years of arts integration practice are optimal for the development of teachers’ skills and comfort with the approach, and for arts integration to have a lasting impact on students and schools (Duma, 2014). ArtsCore’s leaders want to offer alumni further learning and leadership opportunities to ensure their training takes root and creates competent, resilient teachers who become educational leaders in their schools and beyond. ArtsCore Adventures will be a key initiative in this effort to support ArtsCore alumni.

One particular iteration of a current ArtsCore initiative for alumni, Educators in Residence at the Paine (EiR), provides a working model for ArtsCore Adventures. The EiR initiative is an open-ended, teacher-planned experience in which the Paine’s ArtsCore Coordinator facilitates opportunities for alumni to collaborate with the Paine’s collections and exhibitions to support their efforts to teach in and through the arts. In the 2020-2021 school year, three ArtsCore-trained teachers worked with the Paine’s education staff and artist Jennifer Angus to create lessons and virtual field experiences based around Angus’s exhibition at the Paine, which opened in February 2021. The Educators in Residence enthusiastically planned engaging cross-curricular experiences in visual art, science, literacy, and social studies as they encouraged their students to explore the insects Angus uses to create her installations and stories. The lessons were developed with input from Angus and from the Paine’s education staff, who have over 40 years combined experience in education and curriculum development. The resulting lessons promoted classroom communities and social and emotional well-being for students in a time of community crisis. The alumni who participated shared their lessons and results with other educators at three different ArtsCore workshops. The 2020-2021 EiR project thus provides an enticing preview for ArtsCore Adventures when we invite alumni to participate in the initiative.

By training and supporting educators who teach in and through the arts, and by expanding the outreach of ArtsCore to OASD students, the Paine fulfills two key aspects of our Core Purpose: the Paine will “offer enriching experiences within the settings of the estate” and further promote “the enjoyment, creation and sharing of art” in the region. Additionally, one of the key objectives of the Paine’s Strategic Plan is to “expand and deepen

engagement” with the community. The Strategic Plan further identifies supporting objectives of offering enhanced visitor experiences, attracting a new generation of visitors, reaching diverse audiences, and teaching through arts integration. ArtsCore Adventures will address all of these supporting objectives by ensuring the full spectrum of OASD students, encompassing economic, racial, and ability diversity, experience arts integrated lessons. ArtsCore trains all certified teachers, including special education, English Language Learners (ELL), adaptive physical education, and other specialists. The Adventures will emphasize the participation of students of all backgrounds, differences, and abilities. OASD’s students, the ultimate beneficiaries of ArtsCore Adventures, include students identified as 7.1% Asian, 5.6% Black or African American, 5.5% Hispanic, 4.7% Two or More Races, and 0.5% American Indian or Alaska Native. 15.5% of OASD students have disabilities, and 5.6% are ELL. More than 42% of OASD students qualify for a free or reduced-price lunch. While ArtsCore has primarily focused on serving teachers, the Adventures will expand ArtsCore’s focus to include the impact on students, as its leaders seek to sustain the program’s early success, broaden its presence in the community, and address strategic goals.

### **Project Work Plan**

The IMLS grant will support the development, implementation, and evaluation of ArtsCore Adventures over a three-year period. This initiative builds upon the ArtsCore professional development experience, which will continue throughout the grant period. The IMLS grant will not fund professional development workshops, which are primarily funded by large, multi-year grants from Margaret A. Cargill Philanthropies (included in the budget as cost share). Adventures will widen ArtsCore’s reach by offering impactful arts integration experiences for teachers and students in a museum environment.

*Staff Development:* ArtsCore Adventures will require the restructuring of the Paine’s education staff through the expansion of two current part-time staff positions and the hiring of an assistant or assistants. Increased staffing will add capacity for the Paine to offer programming to an expanded range of grade levels and class types.

Following the timeline set forth in the Schedule of Completion, in September 2022, the Paine’s ArtsCore Coordinator/Director of Education will become the ArtsCore Director of Education, working expanded hours to create a developmental plan for the creation and implementation of ArtsCore Adventures. The position will be responsible for overseeing the creation of new programming, coordination among museum staff and ArtsCore alumni in planning and implementing programming, and other administrative duties related to ArtsCore Adventures. The ArtsCore Director of Education’s primary role in Adventures will be to consult with ArtsCore alumni and OASD curriculum specialists to determine the specific curricular needs of OASD and develop a plan for meeting those needs through ArtsCore Adventures. The ArtsCore Director of Education will also compile lesson plans and materials into a document that can be shared with future museum educators and OASD teachers, ensuring the continuation of ArtsCore Adventure’s offerings beyond the life of the grant.

Beginning in September 2022, the current Educator position will expand from part-time to full-time and be retitled as the ArtsCore Educator at the Paine. The ArtsCore Educator will work with the ArtsCore Director of Education, the ArtsCore Coordinator for OASD, and ArtsCore alumni to develop arts integrated field trips and related classroom lessons for the Adventures. They will guide alumni in creating engaging, memorable experiences that align with subject area standards and desired educational outcomes.

The ArtsCore Educator will be responsible for hiring and training one or more part-time ArtsCore Education Assistant(s) to facilitate ArtsCore Adventures for the second and third years of the grant. Education Assistants will create materials and lead tours for the Adventures.

The budget also includes funds for Paine education staff to visit other museums and attend conferences to learn about successful arts integration, teacher professional development, and field trip programs for research in planning and implementation of ArtsCore Adventure programs.

*Program Piloting:* In the 2022-23 school year, the education staff at the Paine will develop two to four pilot Adventures in collaboration with teams of two or more OASD ArtsCore alumni, chosen through conversations and

presentations about the Adventures at ArtsCore events. The pilot Adventures will include tours and/or workshops in the Paine's mansion and gardens, as well as supporting classroom lessons. Once implemented, these pilot Adventures will be evaluated with follow-up surveys and feedback from participating students and teachers as described below in the Project Results section.

The following are examples of programs the current education staff have proposed, based on input from OASD teachers and Arts Core participants:

- Botanical Drawing in the Gardens: Art and science teachers and the Paine's Curator of Horticulture lead students in an exploration of plant life as they practice line drawing, shading, and coloring by sketching in the Paine's gardens.
- Exploring Art with Visual Thinking Strategies: Students improve their visual literacy and oral reasoning as they view, discuss, and think critically and creatively about works of art in the Paine's collection. Students are encouraged to incorporate their new vocabulary and understanding as they create paintings or sculptures in the Paine's Studio with the guidance of local artists. These lessons will include connections to OASD literacy curriculum and teachers' work with English Language Learners as students create artists' statements to accompany their works.
- The Art of Architecture: Students learn about basic principles and elements of architecture by exploring the Paine's mansion with art, math, and/or science teachers and a practicing local architect, then create models or floor plans of the Paine in the Studio. Alternative materials and methods will be provided for differently abled students, including adaptive technology to allow all students to explore and create architecture.
- Opera-fy Your Story: Students learn about the basic principals of storytelling through singing in opera from instructors in UWO's music department. After viewing paintings from the Paine's collection or exhibitions, students create short operas depicting the stories they believe those paintings tell. The operas are presented on the stage in the Paine's Studio, or the outdoor stage in the Paine's gardens.
- Whose Museum Is It?: Using the Paine as an example, students are encouraged to think critically about what items are included and excluded in museums and to design museums to showcase important aspects of their own experiences and cultures.

These potential Adventures are inspired by research regarding the effects of creative, experiential learning activities in general, and arts integration lessons in particular. Visual Thinking Strategies support the development of oral language, higher-level thinking, and deeper comprehension in students whose first language is not English (Anderson, 2014). Students report that arts integrated lessons increase their interest in the subject matter and their satisfaction with their own progress (DeMoss & Morris, 2002), and exceptional students of all kinds who find success in non-traditional learning activities that incorporate the arts because students find new ways to succeed; they gain "personal confidence and are willing to take greater risks and express themselves in different ways" (Lowe, 2016).

Throughout the pilot year, the ArtsCore Director of Education and ArtsCore Educator will communicate with ArtsCore participants about the Adventures and their results via our newsletter, social media, and in-person alumni events. Our enthusiastic promotion is aimed at spreading interest throughout the district in the Adventures and in ArtsCore itself, thus educating more teachers and administrators about the benefits of arts integration and hands-on field experiences.

Some of the increase in staff time funded by the grant will be used to track the impact of the Adventures in the pilot year and beyond. We will record the number of teachers, classes, and students who participate in each Adventure, and work with outside evaluator William Campbell to develop survey questions to measure the impact of the Adventures on teacher satisfaction and student learning. Thanks to ArtsCore's existing commitment to collecting data about the program's impact, we are confident that our tracking will produce information that will help us continue to shape the Adventures and share our experiences with educators within and beyond our community.

*Full Implementation:* In the 2023-2024 and 2024-2025 school years, the education staff at the Paine will continue to collaborate with ArtsCore alumni to develop four to six new Adventures each year. ArtsCore alumni will lead the way in proposing and shaping Adventures that fit their classroom needs, as they did in the 2020-2021 EiR project and the pilot Adventures. The Paine's education staff, enhanced with the hiring of one or more part-time ArtsCore Education Assistants, will facilitate by leading tours, providing instruction and supplies, engaging experts in related fields to work with classes, and garnering support from administrators.

During the three-year grant period, ten to sixteen ArtsCore Adventures will be created in collaboration with at least a dozen teachers, serving more than 300 students. The materials, lessons, and outcomes of the Adventures will be fully documented so the Adventures can be replicated with other classes. This documentation will ensure the life of the Adventures beyond the grant period and will have the added benefit of introducing teachers and administrators not previously affiliated with ArtsCore to the benefits of arts integration, widening the pool of potential ArtsCore participants and increasing support for arts integration throughout OASD.

ArtsCore Adventures will create a bridge between ArtsCore's emphasis on teacher development and the Paine's focus on student learning. Currently, the Paine has several seasonal and event-based educational offerings, and does not charge admission to educational groups and classes who incorporate visits to the mansion, grounds, and exhibitions as part of their curricula. All third grade classes in OASD (approx. 800 students/year) visit the Paine during our annual Nutcracker in the Castle event. They learn the Nutcracker story by touring the decorated mansion, participating in dramatic enactments of story scenes, and working on visual art projects. In conjunction with their study of local history, all OASD fourth grade classes (approx. 800 students/year) visit the Paine to learn about the role of the lumber industry in the development of the city of Oshkosh, the creation of the Paine estate, and the elements of architecture as embodied by the Paine Mansion. OASD has committed to funding travel expenses (usually consisting of bus fees) for field trips tied to their curriculum, and as ArtsCore Adventures programming will be guided by OASD's curricular standards and an outgrowth of the ArtsCore partnership between the Paine and OASD, we fully expect funds will be made available to bring students to the Paine for these arts integrated experiences. As our staff re-conceptualized our traditional field trips to meet the virtual and hybrid schooling plans of the 2020-21 school year, we adopted new technology that allows us to offer interactive virtual museum-based experiences. This re-imagining of what field experiences can entail has allowed us to expand access to our programming for students who have special needs and learning challenges. ArtsCore participants who teach these students will be able to develop accessible arts integrated field experiences for all their students.

Education staff will present at relevant educational conferences to inform other educators, administrators, and museum staff members about the benefits of a collaborative arts integration model of program planning. ArtsCore is currently working on a sustainability model to secure funding beyond the life of its current grant as it matures and establishes itself as a vital community partner and resource. Some of those funds may be used to continue the ArtsCore Adventures program beyond the time frame of this IMLS grant as part of the ArtsCore alumni initiatives.

*Potential risks:* In meetings of ArtsCore alumni and conversations with ArtsCore's leaders, arts specialists and classroom teachers have expressed frustration with a lack of adequate time to collaborate in the development of arts integration lessons (Strauch-Nelson, 2020). Although the intent of ArtsCore Adventures is to alleviate time pressure on teachers by giving them space, support, and resources to meet standards in multiple disciplines through arts integration, the effort may at first be perceived as a time-consuming addition to their workload. In order to combat this perception, the education staff at the Paine and OASD's ArtsCore Coordinator will continue promoting the benefits of arts integration throughout the district. Through ArtsCore's efforts, OASD administrators are becoming more supportive of our alumni's requests for arts integration planning time. The Paine's experienced education staff will do as much of the work required to plan, prepare for, and facilitate the programs as possible, including hands-on instruction of students and securing the input of experienced arts professionals. By developing a menu of Adventures that incorporate arts integration practices with which ArtsCore alumni are familiar, along with standards-based, curriculum-relevant materials to help teachers prepare and debrief their students before and after their visits, the education staff will significantly reduce planning time for participating teachers.

The Paine's policy of not charging schools for educational tours relieves much of the cost concern for teachers and administrators. Funds from this grant will provide necessary materials and stipends for content specialists such as musicians, artists, and architects who will work with teachers and students during the integrated experiences. As previously noted, OASD is expected to continue their support by funding bus transportation for classes.

Thanks to our newfound experience with synchronous and asynchronous virtual offerings, in rare cases in which time or funds don't allow travel to the Paine, we can offer virtual access to our facilitators and our site to make ArtsCore Adventures more economical for schools. After nearly two years of educational disruption caused by the pandemic, OASD students are more in need of engaging, out-of-the-box field experiences than ever. ArtsCore trained teachers know the Paine stands ready to work with them to meet that need. Several have reached out to plan experiences, both in person and virtual, for their students in recent months. ArtsCore Adventures would expand our ability to engage with ArtsCore alumni and be a positive force in the district as we meet the challenges of a changed and constantly evolving educational world.

*Program personnel:* If awarded, the grant will accommodate an expansion of the Paine's education staff: Executive Director Aaron Sherer, ArtsCore Coordinator/Director of Education and project director Mary Pleiss, and Educator Kelsey Raschke. Sherer has led the Paine's involvement with ArtsCore from its beginning, and has built a network of support through his contacts in the community. In January 2018, Pleiss was hired to help plan and facilitate ArtsCore initiatives at the Paine. Pleiss was named Director of Education in April 2019; in this capacity, she oversees educational programming and serves as a resource for the Educator and area teachers. Raschke develops programming and leads field trips for OASD students.

Renee Schumacher, ArtsCore District Coordinator for OASD, will serve as a point of contact for ArtsCore alumni teaching within the district. As a former art teacher and ArtsCore participant, Schumacher is in a unique position to consult in the development of programming and encourage teachers to participate in planning and implementing programming custom designed for their students. OASD will also offer support through the efforts of Julie Conrad, OASD Director of Curriculum and Assessment, who will advise in aligning the content of ArtsCore Adventures with the district's approach and standards.

Advisors from UWO include Donna Nelson and Li-Hsuan Hsu, Ph.D. As ArtsCore Director, Nelson oversees and coordinates all ArtsCore initiatives at UWO, OASD, and the Paine. Hsu serves as ArtsCore's Leadership Team chair and UWO faculty leader and conducts research on the impact of ArtsCore on the teachers who participate. Wendy Strauch-Nelson, Ph.D, founded ArtsCore as an Associate Professor of Art Education at UWO. She was the initial director of, and upon her retirement transitioned to an advisory position. Together with Dr. Hsu, she leads ArtsCore's research efforts to determine the impact and sustainability of ArtsCore initiatives. William E. Campbell will evaluate ArtsCore Adventures as a paid consultant. Campbell has extensive experience as an external evaluator of educational projects, and has served as an outside evaluator for ArtsCore's many initiatives since the program's early development.

The project director, project advisors, and Paine staff members identified above will serve as the project committee, review evaluation data and analyses, and adjust the project work through the piloting and implementation stages.

## **Project Results**

We will contract with an experienced evaluator, William Campbell, who has worked with ArtsCore since its beginnings. Together, we will develop the project evaluation plan, including assessment tools such as surveys and interview questions. The evaluation will include pre- and post-surveys among all ArtsCore teacher participants to collect baseline data and measure growth in attitudes, perceptions, and satisfaction levels. Surveys will provide qualitative longitudinal data to measure how the project has impacted staff participants' overall professional confidence, competence, and resiliency.

Pre-identified objectives of ArtsCore Adventures include: (1) A minimum of twelve teacher teams and 300 students reflective of OASD demographics will be served by the project); (2) By the end of each project year, at

least 95% of teacher participants will be “satisfied/highly satisfied” with their overall ArtsCore Adventures experience; and, (3) At least 90% of participating teachers will report feeling increased resiliency from the beginning to the end of each project year as measured by an instrument such as the Teachers’ Resilience Scale (Platsidou & Daniilidou, 2021).

In order to determine the specific impact of ArtsCore Adventures on ArtsCore’s objective of increasing teacher retention by building collaborative support networks, we will conduct a baseline survey among ArtsCore alumni regarding their assessment of available collaborative opportunities for their arts integration practices. The survey will include questions such as, “How frequently do you collaborate with other teachers in your school on arts integration projects?” and “How satisfied are you with existing collaborative networks and support systems?” We will compare results of a follow-up survey of participating teachers. By the end of each project year, at least 90% of participating teachers will indicate an increase in their satisfaction with collaboration opportunities and their support network for arts integration.

Short feedback forms after each Adventure will yield immediate formative feedback to help project staff pinpoint adjustments to project activities and guide ongoing revisions and additions to the Adventures so they continually meet the needs of participating teachers and students.

The project’s impact on student learning and connection across disciplines will be more difficult to assess since myriad factors influence student learning. However, student feedback on Adventure activities will be solicited in brief age-appropriate surveys and feedback forms to measure their engagement and comprehension. End-of-year teacher surveys will also include a measure that speaks to how teachers feel the project has helped improve their practice to benefit student learning. By the end of each project year, at least 95% of teacher participants will report feeling “confident/highly confident” that they have been given the knowledge and strategies to help their students be successful through arts integration activities.

In addition to the evaluation data that will be collected and shared, the tangible results of ArtsCore Adventures will include: more engaging lessons and field experiences for teachers and students; deeper and more effective arts integration practices at the Paine and in OASD classrooms; leadership opportunities for teachers who participate in ArtsCore initiatives as they share what they learn about arts integration in formal and informal settings; opportunities for students to have contact with content and experienced artists and other experts that may not be available in a school setting; and increased engagement of OASD students in arts related activities. As new programs are developed and refined, they will be made available to a wider range of teachers in OASD, attracting more classes to visit the Paine for meaningful field experiences. Once the Adventures are fully developed, the Paine will continue to offer them past the lifespan of the grant, using the documentation and materials created during the grant period.

The lessons learned through the planning, implementation, and evaluation of ArtsCore Adventures will be shared with the ArtsCore community, OASD schools, and other school districts via ArtsCore’s newsletter and at local and national educational conferences. While programs developed at the Paine will be, by their nature, specific to the museum’s facilities and exhibitions, the staff’s and teachers’ experiences with arts integrated field experiences will provide valuable lessons for museums and teachers who wish to create similar programming. Once established, the Adventures will be funded as part of the Paine’s annual operating budget. The IMLS grant will help fund the significant start-up costs to shape and launch the new programs.

Through the ArtsCore program, the Paine serves as the lead partner with UWO and OASD to address the pressing need for the retention and resiliency of teachers who teach in and through the arts. Teachers who participate in ArtsCore’s professional development program have reported new enthusiasm and confidence in their teaching practices, increased support through opportunities to collaborate and network with like-minded professionals, and myriad benefits for their students, particularly those with learning challenges. ArtsCore Adventures will continue to support these ArtsCore alumni as they develop and implement arts integrated curriculum and bring their students to the Paine for engaging field experiences. The efforts of these teachers, in collaboration with the Paine’s education staff, will create dynamic learning opportunities that benefit teachers and students throughout the district.



	2022				2023				2024								2025																					
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<b>ArtsCore Program</b> (not funded by IMLS)																																						
New Cohort convened																																						
ArtsCore Retreat (3-4 days)																																						
ArtsCore Workshops and Mentor Meetings																																						
ArtsCore Graduation and Alumni Dinner																																						
Evaluation data collected																																						
Eval. report prepared/completed																																						
<b>ArtsCore Adventures</b>																																						
AC Coordinator/Director of Ed becomes ArtsCore Director of Ed																																						
AC Director of Education creates developmental plan for new programs																																						
Assess programming needs with ArtsCore alumni/teachers																																						
Educator (PreK-5) becomes AC Educator (PreK-12)																																						
Develop pilot Adventures																																						
Hire AC Education Assistants																																						
Pilot with teachers/students																																						
Collect formal feedback from OASD teachers & administrators																																						
Analyze feedback from OASD teachers & administrators																																						
Develop new Adventures (4-6/yr)																																						
Implement new Adventures																																						
Evaluation Plan developed and refined																																						
Evaluation data collected																																						
Evaluation Report prepared/completed																																						