



Museum Grants for African American History and Culture

Sample Application MH-249065-OMS-21

Museum of the African Diaspora

Amount awarded by IMLS:	\$249,262
Amount of cost share:	\$261,140

The project description can be viewed in the IMLS Awarded Grants Search:
<https://www.imls.gov/grants/awarded/mh-249065-oms-21>

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 to which you are applying.

1. Project Justification

What do you propose to do?

Museum of the African Diaspora (MoAD) requests \$249,262 to expand its educational outreach program, MoAD in the Classroom (MIC). The program, entering its eighth year of operation, is an evidence-based arts program serving 1,200 third grade students each program year. The design is consistent with recent research showing that participation in high-quality arts programs increases children's confidence and ability to retain knowledge, while adding to their depth of knowledge in critical content areas such as social studies and history. The core objective of MIC is to work collaboratively with San Francisco Bay Area public school classroom teachers and MIC Teaching Artists to build an integrated arts program highlighting themes of the African Diaspora through art and culture. To increase program impact, MIC provides free professional development workshops for participating teachers with the goal of empowering Title I teachers to meet the recently adopted California Teaching Performance Expectations (June 2016), which require teachers to access community resources including arts integration to make instruction individually and culturally relevant to all students¹.

Due to the shelter-in-place orders in response to the COVID-19 pandemic, the program was temporarily placed on hold in March 2020. Ongoing shelter-in-place orders in California and limited class sizes for the next school year, call for the program to rapidly create and expand digital assets in order to continue serving our core student population. Current plans released by the five school districts served by the program indicate that all schools will have reduced class sizes for the remainder of the 2020-21 school year and possibly beyond. The proposed project will not only allow the Museum to continue serving students in the 41 targeted classrooms, it will also allow the program to expand beyond MoAD's local geographic area through the creation and delivery of high-quality digital content. Each year, the education department receives requests for the program in areas outside of our immediate geographic area. While virtual experiences can never fully replace the in-person experience, digitizing the curriculum, placing instructional videos on the Museum's website, and virtual 360 degree exhibition tours will substantially increase the ability for groups who are not currently enrolled in the MIC Program to join the program and access the lesson plans and activities. Moreover, should another shelter-in-place order occur in the future, currently enrolled MIC students will be able to access lesson plans and videos from the safety of their homes.

As one of the only museums in the world that exclusively celebrates the art and history of the African Diaspora, MoAD understands the importance of expanding the reach of MIC beyond our local region. To this effect, we will launch a portal on the museum's main website dedicated to MoAD in the Classroom curriculum. The portal will include lesson plans developed over the past five years, along with instructional videos and podcasts enabling teachers located anywhere in the world to access the resources and replicate the program for their students. The online component will allow MIC to reach thousands of additional students per year and expand as new resources are developed. MoAD received an IMLS CARES grant in 2020, which is primarily focused on overhauling the museum's website and building a portal to host educational resources. The CARES grant also enabled the museum to hire a full-time Digital Content Manager, who will be responsible for digitization of content and developing user interface components of the web portal. Costs for this position and related responsibilities are not requested in this grant request; instead, this proposal is focused on developing content and implementing in-class components of the program.

To ensure the curriculum is easily incorporated into classrooms across the country and accessible to the widest possible audience of educators, MoAD will form a Curriculum Advisory Committee (CAC) comprised of five master teachers. Lastly, in October 2020, the San Francisco Board of Education approved the development of a K-12 Black Studies framework and curriculum, providing an opportunity for every SFUSD

¹ See *California Teaching Performance Expectations Adopted June 2016*: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0

student to engage in Black Studies by school year 2022-2023 (see supporting document 1). This unprecedented move by a public-school district in California provides an opportunity for MIC to pilot an expansion beyond the third grade to support students and teachers in grades four through eight. To further extend the reach of the program, MoAD is partnering with the San Francisco Public Library (SFPL) to host workshops, a student literacy and art project, and a showcase of student work at the main branch library. The library allows the program to substantially extend its reach into the community and provide resources and additional channels to reach public school teachers and students. Content developed in partnership with the SF Public Library will form the basis for curriculum, activities, and other resources on the Museum's education web portal focusing on students in grades four through eight.

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

Recent research demonstrates that high-quality arts education can support student academic achievement and student success toward high school graduation. Furthermore, according to decades of research by the Arts Education Partnership (AEP), students who are highly involved in the arts outperform students who have had little or no arts involvement, particularly within the school environment². In 2012 the National Endowment for the Arts published *The Arts and Achievement in At-Risk Youth*, a study that examined the findings of four longitudinal studies sponsored by the U.S. Department of Education. The report found that low-income students attending high-poverty, low-performing schools are the students who most benefit from arts education. Additionally, disadvantaged youth experience even greater learning benefits from arts education than their more financially resourced peers³. However, data from both the California Department of Education and U.S. Department of Education demonstrates that these same students are the population with the least amount of access to arts education opportunities. Not surprisingly, underperforming students are often barred from school arts programs in favor of remedial instruction in math and English.

In the 2015 report, *A Blueprint for Creative Schools*, Create CA found that in the majority of school districts across the state of California, only 10% to 25% of students were engaging in some form of arts education. Due to extreme budget cuts, most schools do not have dedicated, trained arts teachers on staff⁴. This fact is illuminated by MoAD's experience working with local schools. Of the nineteen schools served by MoAD in the Classroom (MIC) in the 2018-19 school year, only one had a dedicated art teacher. Due to new mandates from the CA Department of Education the classroom teachers in the other schools are required to incorporate art into their other core subjects in order to use a variety of instructional approaches to make instruction individually and culturally relevant to all students. The difficulty of a teacher trying to incorporate the arts into math and English Language Arts is a daunting task, particularly when teachers are not adequately trained to teach the arts.

MoAD in the Classroom (MIC) is positioned to provide San Francisco Bay Area teachers with culturally relevant arts integration curriculum and experiences. Furthermore, the program is intentionally geared toward low-income, underserved students of color. MIC focuses outreach on classrooms in communities of the San Francisco Bay Area with the most poverty and lowest academic performance among students of color, including Oakland, Berkeley, Emeryville, San Francisco, and South San Francisco. The program begins at third grade because longitudinal research and education policy makers across the country agree that third grade is the most pivotal year in determining a student's future success in achieving high school graduation.

² See Arts Education Partnership (2013). *Preparing Students for the Next America*. <http://www.aep-arts.org/wp-content/uploads/2013/04/Preparing-Students-for-the-Next-America-FINAL.pdf>

³ Catterall, J.S., Dumais, S.A., & Hampden-Thompson, G. (2012). *The arts and achievement in at-risk youth: Findings from four longitudinal studies*. Washington, DC: National Endowment for the Arts.

⁴ See California Alliance for Arts Education (2015). *Status of Arts Education in California Public Schools*. http://www.artsed411.org/resources/status_of_arts_ed_in_public_schools

The structure of MIC was designed through feedback sessions and in partnership with local teachers. MIC began as a literacy building program in 2013; however, in the spring of 2015 the program switched its focus to building visual arts literacy and hands-on art making experiences for students. The impetus for the switch was based on focus groups held with participating classroom teachers – more than 90% still participate in the program each year. The focus groups revealed that MoAD's strength is in the visual arts, an area in which a large number of public-school teachers had no formal training. Furthermore, research in the field of arts education indicates that professional development opportunities increase the likelihood of teacher success implementing arts integration⁵. Each year, MoAD holds focus groups with teachers to re-evaluate program effectiveness and adjust curriculum, program implementation, and teaching artist training. Over the years, several participating classroom teachers have moved into other grades above third grade and have requested the program in their classrooms. Program expansion beyond third grade will primarily focus on these classrooms.

Who or what will benefit from your project?

Local Students: A minimum of 2,400 third-grade students from Title I schools in the San Francisco Bay Area will be served over the two-year IMLS grant period. Since 2016, the program model involved students receiving two in-class visits from MoAD Teaching Artists, two museum field trips, and four additional visits to their classrooms focused on the creation of artwork. In the previous program structure, each student received a minimum of 16 hours of instruction from teaching artists. In the proposed program expansion, students will receive a minimum of 26 hours of instruction from MoAD Teaching Artists due to the program transitioning to an artist residency model.

Local Teachers: Teachers across the San Francisco Bay Area have very few resources to support arts integration into their classrooms, with the exception of expensive continuing education opportunities that a teacher must seek on their own time. MIC enhances the existing services for teachers and students by providing funding for professional development opportunities and student-centered arts integration lessons, providing teachers with a better understanding of the positive impact of arts on student's academic performance and personal development. Title I teachers across the Bay Area will be invited to participate in up to 40-hours of professional development in arts integration. The workshops will take place on Saturdays and evenings and will be offered primarily through Zoom in order to reduce barriers to participation. The program conducted virtual professional development workshops in 2020 and found that up to 50% more teachers were able to participate without the barrier of commuting to downtown San Francisco. Teachers who complete the workshops will be eligible for continuing education units (CEUs) through Mills College.

MoAD Teaching Artists: MoAD is transitioning teaching artists from being contractors to bringing them on as part-time (16 hours/week) employees of the museum. The transition to part-time will allow the program to deepen impact by placing each teaching artist in residence over the course of the full school year at 10 classrooms. Teaching Artists will bring curriculum and art activities to each of their assigned classrooms on a biweekly basis. The residency model allows Teaching Artists to build stronger bonds with students and collaborate more effectively with partner classroom teachers. Furthermore, Teaching Artists will receive expanded professional development opportunities from MoAD Education Department staff and program partners.

Families of Participating Students and other Stakeholders: As a final assessment of student learning, students will complete an arts-based project which allows them to engage in a long-term investigation and demonstrate what they have learned over the course of the program. As a culminating event, students make their projects public by displaying and presenting them to peers, family members, and other stakeholders beyond their classroom. Each classroom will pick the top student art project. An awards ceremony will be hosted at the San Francisco Public Library main branch to honor the winning projects, in which family members and other members of the community will be invited to attend.

⁵ Burnaford, G. et al. (2009). *A Study of Professional Development for Arts Teachers: Building Curriculum, Community, and Leadership in Elementary Schools*. Journal for Learning through the Arts, 5(1).

Students and Teachers Beyond Our Local Community: The lesson plans, plus videos and podcasts on how to effectively implement the MIC curriculum, will be made available on the museum’s website for free download. Offering the resources free on our website will allow the curriculum to be accessible to thousands of teachers located at all points of the globe. Since the global pandemic began in March 2020, the Museum’s website experienced an increase of 329% unique visitors compared to the same period last year. Moreover, these visitors are joining live virtual programming from 14 countries outside of the US. In addition to the exhibition focused curriculum developed each year, the program will develop additional resources for the online component to connect themes of the African Diaspora and visual arts into other areas of third grade curriculum, such as English Language Arts and Social Studies. The goal of these additional materials is to make MoAD content relevant and useful to classrooms outside of our geographic area, who are unable to visit the museum.

How will your project build the capacity of your institution? MIC directly supports MoAD’s strategic plan developed in 2018 and refined in 2020. The plan states that the education department will “engage and reach our local and global audiences through innovative technology and other program and service delivery mechanisms.” The MoAD strategic plan also emphasizes supporting students and teachers both within and outside of the San Francisco Bay Area by offering “innovative education programs and professional development workshops... [to] support academic enrichment, lifelong learning and professional and personal development.” Presently the Museum is working on updating that plan in a more nimble and responsive way, working with a *pro bono* team from PricewaterhouseCoopers. Together with the Museum they are crafting a vision and platform for MoAD 2022 with a focus on financial sustainability. The three pillars on which they are building their analysis and recommendations are: the mandate to educate, the visitor/brand experience, and nurturing digital communities. This application really could not be more well aligned at the intersection of these three priorities. Based on the last successful IMLS application, the Museum was able to secure an important two-year grant for MIC in the amount of \$100,000 from the Hearst Foundation. It is because of the investment and endorsement of the IMLS that other donors, including Gap Foundation and Wells Fargo are willing to add their resources to make this essential program possible.

How will your project address the goals of the Museums Grants for African American History and Culture program to build the capacity of African American museums and support the growth and development of museum professionals?

MoAD in the Classroom aligns with the goals of the Museum Grants for African American History and Culture program by directly supporting **lifelong learning** through “learning and literacy” for students, teachers, and family members. The program is explicitly designed to reach students from traditionally underserved and under-resourced communities. The museum is also committed to serving a diverse community by centering schools that serve a multicultural array of students, teachers, and families. The program will also **increase public access** through the offering of free workshops for teachers working at our partner Title I schools to further the museum’s goal of inclusivity and commitment to increase access to new resources for historically marginalized students and teachers. A study by the Annie E. Casey Foundation demonstrates that students not reading proficiently by the end of third grade are four times more likely than proficient readers to drop out of high school⁶. While MIC does not focus exclusively on literacy development, the aforementioned research makes clear that arts education is one of the most effective tools for improving engagement among students who are struggling academically.

2. Project Work Plan

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

With support from IMLS, MIC expanded from 475 students served per year, to more than 1,200 students by the close of the last school year. The program expanded from four schools to 19 schools and from 10 to 41 classrooms served across the region. The program hired a full-time Education Program Manager and switched from a literacy-based program to a visual arts and visual literacy program. We produced three new curriculum booklets and piloted teacher workshops and visual art production classes. Due to the success of the program and the wide demand for curricular resources about the art and culture of the African Diaspora, MoAD will continue to build upon the program structure and scale up by producing new curricular units and making all of our resources accessible and available free of charge on our website. The arts integration workshops will be expanded and offered to a wider array of public-school teachers beyond those who are able to participate in the full program. MoAD will evaluate the MIC program using a variety of methods including surveys, observation notes, focus groups, interviews, and attendance data. Performance measures are as follows:

Goal 1: Increase the number of students served each year through MIC resources by at least 25% per year.

Goal 2: Increase the number of teachers served by professional development workshops by at least 40%.

Goal 3: Number of students demonstrating at least a 50% increase in visual arts vocabulary and understanding of arts concepts.

Goal 4: Number of students reporting at least a 50% increase in confidence creating and interpreting visual arts projects.

Goal 5: Number of students reporting at least a 50% increase in ability to use art to make connections to personal history.

Goal 6: Number of students reporting that the program provided them with new experiences. Target 80%.

Goal 7: Number of teachers reporting an increased ability to integrate arts into their curriculum as a result of MIC professional development workshops. Target 80%.

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

The primary risk to this program is securing buy-in from teachers to incorporate the lesson plans into their classroom curriculum. MoAD mitigates this risk through a multipronged approach. Each year, we invite participating teachers to attend an initial orientation. Teachers are invited to review the curriculum and provide feedback to ensure the material is age-appropriate and meets the learning goals for the widest array of teachers possible. MoAD is also forming a Curriculum Advisory Committee (CAC) comprised of teachers from all school districts where our programs operate, with a special emphasis on recruiting teachers who have participated in MIC for several years. The CAC will review the curriculum and help museum staff and curriculum writers to ensure all lesson plans align with state and national learning targets for third grade. With this in mind, the greatest risk to this program is funding. MoAD is confident that the demand and process of outreach are on track for consistent growth. The Museum has made education a funding priority and is seeing important success from current and new funders – individuals, corporations and foundations – still the need to secure ongoing and new funding continually is significant. Lastly, the program design needs to be adjusted in the instance of a lockdown caused by the ongoing health crisis. Moving curricular resources to an online portal ensures the program can continue even when the program needs to be delivered through virtual means.

Who will plan, implement, and manage your project?

Demetri Broxton, Senior Director of Education will take the lead on planning, implementation, managing, and evaluating the project. Broxton has over 19 years of experience working in the field of education and the arts. To facilitate the program expansion efforts and ensure the program is highly organized and accessible to the widest possible audience, the Education Program Manager, Sedey Gebreyes will take the lead on organizing the training for teaching artists and will assist with content development for curriculum. Lesson plans and website integration will be developed by a curriculum writing consultant with feedback from

MoAD’s Curriculum Advisory Committee. Teacher workshops will be facilitated by a variety of MoAD partner organizations, including Alameda County Office of Education (ACOE), Studio Pathways and Dr. Jacqueline Francis. Evaluation efforts will be led by the external evaluation agency, Public Profit.

When and in what sequence will your activities occur?

Activity	Time Frame
Hire MIC Teaching Artists	August - October 2021
Convening of Curriculum Advisory Committee	Quarterly throughout the grant period
Evaluation activities	Monthly throughout the grant period
Onboard Curriculum Writing Consultant	November – December 2021
Research & write/record lesson plans, videos & podcasts	October – January each program year
Training of MIC Teaching Artists	Beginning October 2021 – Monthly
Print MIC Student Activity Books	Late November - December each year
Teacher program orientation	November each year
Workshops and Student Project with SF Public Library	December – April each year
Classroom visits	December – May each program year
Teacher professional development workshops	December – June each program year
Student Work Showcase	May/June each program year
Launch online lesson plans, videos & podcasts	June – July each program year
Publish Evaluation Findings Report	September each program year

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

The total budget for the MIC program over two years is \$510,402. MoAD requests \$249,262 from IMLS in support of this project. MoAD will provide \$261,140 in cost share funds. Personnel, supplies, and all related program costs are detailed in the attached Budget Form and Budget Justification.

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

This project will utilize the services of Public Profit, an external evaluator, who will be charged with observing project activities, assessing the program through a variety of qualitative and quantitative metrics, including surveys, focus groups, and observations. Additionally, feedback will be collected from museum staff, teaching artists, participating public school teachers, community members, and the Curriculum Advisory Committee.

How and with whom will you share your project’s results?

The final evaluation findings report will be shared with IMLS, school site partners, MoAD board members, and other project partners and stakeholders. The evaluation findings report will not only inform the delivery and design of the MIC program, but it will also inform design of all the museum’s other education programs. When possible, the findings report will be shared at annual museum conferences (AAM, AAAM, etc.) and journals to share the project’s evolution and lessons learned with the museum field.

3. Project Results

What are your project’s intended results that will address the need, problem, or challenge you have identified?

A challenge for Title I schools in the San Francisco Bay Area is access to arts education opportunities. Recent research demonstrates that low-income students attending high-poverty, low performing schools benefit the most from arts education; however, these are the student populations with the least amount of access to arts education. Furthermore, recent mandates from the CA Department of Education require all classroom teachers to incorporate the arts into their core subjects. Unfortunately, these teachers have very limited or no opportunities to receive training on how to teach the arts.

MIC will provide students with unique, free learning experiences that are engaging, culturally relevant, and aligned to National and California State Common Core Standards. The teachers of these same students will be provided with in-depth professional development workshops to better enable them to integrate the arts into their classroom curriculum. This multifaceted approach to the MIC program is designed to empower students and teachers to have meaningful and transformative educational experiences that can have lasting impacts far beyond the two-year project period.

How will the knowledge, skills, behaviors, and/or attitudes of the intended audience change as a result of your project?

Students will experience an increased visual arts vocabulary and understanding of art concepts, they will also have increased confidence in creating and interpreting visual arts projects. We hope that by designing final projects to be connected to students' personal stories, they will gain a greater understanding of African and African American culture, while also making connections to their personal histories. Lastly, we hope students have new experiences which support them making both academic and personal gains. Teachers will have increased capacity to integrate the arts into their core academic curriculum and gain access to a wide array of resources about the art, history, and culture of the African Diaspora and support students in their self-discovery. The project will also enhance the knowledge, skills, and abilities of the MoAD in the Classroom Teaching Artists and MoAD staff members by providing us a deeper connection to our local education community and enhance our ability to reach global audiences through online resources.

What data will you collect and report to measure your project's success?

The MIC program is principally designed with the performance goal to **promote lifelong learning** for both students and teachers. To this effect, evaluation efforts will focus on the following three performance statements: 1) My understanding has increased as a result of this program/training, 2) My interest in this subject has increased as a result of this program/training, 3) I am confident I can apply what I learned in this program/training. Data will be collected through attendance sheets by MoAD staff. All other evaluation components including surveys, focus groups, and program observations will be administered by the external evaluator, Public Profit. Public Profit will create an evaluation findings report at the end of the project term. Data collected by Public Profit goes into each year's continuous improvement cycle and is used to make curricular and programmatic adjustments to better meet the needs of partner classrooms. CAC teachers will also advise on improving the growth and impact of the program each year.

What tangible products will result from your project?

The project will yield several tangible products: student curriculum booklets (one per year), a minimum of five online curricular units per year available for free download on the museum's website which will be accessible in all points of the globe with internet access, videos and podcasts available on the website, an annual showcase of student work, and a final printed evaluation findings report from Public Profit.

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

MoAD in the Classroom will serve as the framework for all other future education programs at the museum. The museum will continue to work with the partner schools, Professional Development partners, curriculum writer, SF Public Library, and the Curriculum Advisory Committee. The wide level of visibility will establish MoAD as the central hub for teachers looking for resources to teach about the art and cultures of the African Diaspora. After the initial program development is completed, the museum will continue to support the program through diverse funding streams including operating funds, contributed income from corporate sponsors and foundations, and the museum's fund-a-need at our annual gala which raises funds from individual donors.

IMLS Museum Grants for African American History and Culture: **Schedule of Completion**
 Museum of the African Diaspora

YEAR 1

	2021						2022					
Activities	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Project Promotion (Continuous)												
Hire All MIC Teaching Artists												
Training and Group Meetings with MIC Teaching Artists												
Recruit and Finalize 5 Members of the Curriculum Advisory Committee												
Public Profit – Evaluation Activities												
Quarterly Meetings of the Curriculum Advisory Committee												
Hire Curriculum Writing Consultant												
Send Printed Curriculum to Designer and Printer												
Research & Write/Record Lesson Plans, Videos & Podcasts for online												
Launch Online Lesson Plans, Videos & Podcasts												
Annual Orientation with Classroom Teachers												
Workshops and Student Project with SF Public Library												
In-Class Activities with Students												
Classroom Teacher Professional Development Workshops (Monthly)												
Disseminate Educational Materials Online												
Student Art Project Creation												
Annual Student Showcases, Award Ceremony and Family Celebrations												
Outreach to New Schools (Ongoing)												

