



## Museums for America

Sample Application MA-251875-OMS-22  
Project Category: Lifelong Learning

### Brooklyn Children's Museum

Amount awarded by IMLS:	\$249,831
Amount of cost share:	\$253,559

Brooklyn Children's Museum will expand its Museum-on-the-Go (MOTG) program, an initiative designed to introduce collections-based learning experiences using a "field-trip-in-a-box" concept. The museum will incorporate new elements to the existing program for Pre-K classrooms and extend its reach to K-3 educators and students. Project activities will include conducting formative research and outreach through meetings with an educator advisory council of K-3 teachers; creating 24 new MOTG cases aligned with NY state learning standards; providing eight educator professional development workshops; and producing a summative evaluation report on the Pre-K initiative. The project will serve 100 educators and 3,000 students by providing object and inquiry-based resources for classrooms, and the museum will disseminate project results at professional conferences and through its website.

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.

## **Overview**

Brooklyn Children’s Museum (BCM) seeks \$249,831 from the Institute for Museum and Library Services’ Museums for America program in support of *Museum-on-the-Go* (MOTG), a “field-trip-in-a-box” program designed to introduce collections-based museum education experiences to elementary school classrooms, with a focus on Central Brooklyn school districts 16 and 17. *Museum-on-the-Go* is an extension of BCM’s *Museum-on-the-Go for Pre-K* initiative, which launched in 2020 and has served roughly 1,500 children to date. Using the model developed through *MOTG for Pre-K*, BCM will create and implement new programs for kindergarten through 3<sup>rd</sup> grade classes, serving an additional 3,000 students. The project will run over the 24-month period from October 2022 through September 2024.

## **Project Justification & Background**

BCM’s *Museum-on-the-Go* project aligns with IMLS’s Lifelong Learning goal, and connects directly with objective 1.3: support of school programs that empower students through experiential, cross-disciplinary learning and discovery. The project is an outgrowth of BCM’s institutional goal to create engaging and relevant programs in partnership with Brooklyn communities, articulated in the Museum’s strategic plan. As a key strategic plan objective, BCM seeks to strengthen school partnership frameworks and activations, with a focus on Central Brooklyn public elementary schools, and to create Advisory Boards that contribute to program planning, development, and assessment.

BCM’s primary service area is Central Brooklyn, a group of neighborhoods with a combined population of 850,000 people – 200,000 more than Boston – but with many fewer formal cultural institutions per capita, and where over 80% of students are identified as economically disadvantaged. A 2014 report by the New York City Comptroller’s office noted that Central Brooklyn was one of the areas most marginalized from arts and culture resources in New York City, with relatively few art teachers, programs, or cultural partnerships.<sup>1</sup> This insight was reinforced by a survey BCM conducted in fall 2017 of educators in Central Brooklyn public school districts 16, 17 and 19, which indicated that 63% of the surveyed schools did not have a full-time art teacher on staff.

BCM has long understood from anecdotal evidence that many elementary school classes are unable to visit museums because of cost, distance, busing limitations, or other barriers. The 2017 educator survey confirmed this, with over half of educators indicating that they did not have the resources to take field trips to BCM and other museums. The COVID-19 health crisis further limited access to museum education programs for elementary school students. In 2020-2021, there were no in-person museum visits, and the New York City Department of Education has not indicated a plan to reinstate these in 2021-2022. A nationwide survey of teachers in 2021 by the American Alliance of Museums reinforced that many educators faced significant challenges in taking out of school field trips.<sup>2</sup>

At the same time, research indicates that museum experiences “can positively influence children’s...attitudes and concept knowledge, understanding, teamwork, communication...and critical thinking skills in history, science, arts, and humanities” by 1) creating foundations for knowledge, 2) growing motivation and personal interest, and 3) providing opportunities for inquiry-based adult-child conversations.<sup>3</sup> For example, a museum education program about masks from around the world might introduce the concept that materiality differs by region, a foundational idea useful for later studies of science, geography, and the humanities. The program might also spark interest in learning more about different cultures, motivating further reading or research. The positive effects of museum experiences are particularly pronounced when programs are facilitated by educators.<sup>4</sup>

Brooklyn Children’s Museum maintains a permanent collection of over 30,000 cultural and natural science objects. Since its inception in 1899, BCM has lent objects from its collection to educators for use in classrooms. In 2006, the Museum created a *Museum-on-the-Go* collections case lending program for kindergarten through fifth grade classes, aligned with New York State Learning Standards at the time. This program created 24 themed cases of authentic objects from the

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<sup>1</sup> Scott M. Stringer, *State of the Arts: A Plan to Boost Arts Education in New York City Schools*, Bureau of Policy and Research, 2014.

<sup>2</sup> Duskin, Holly. *Why Teachers Want Virtual Field Trips to Stay*. <https://www.aam-us.org/2021/08/18/why-teachers-want-virtual-field-trips-to-stay>.

<sup>3</sup> Andre, L., Durksen, T. & Volman, M.L. Museums as avenues of learning for children: a decade of research. *Learning Environ Res* 20, 47–76 (2017). <https://doi.org/10.1007/s10984-016-9222-9>.

<sup>4</sup> Andre & Volman. Museums as avenues of learning for children: a decade of research.

Museum’s collection to be lent directly to classroom educators, along with related lesson plans, activities, media, and books, serving roughly 350 classes and 10,000 students over their life span. After a decade of use, learning standards changed and BCM retired most cases by 2016. A list of these cases along with sample materials are included as supporting documents.

In 2019, with support from the Institute for Museum and Library services, BCM created a new set of cases for pre-kindergarten classes, most of whom are unable to visit BCM because of bus regulations and budget constraints. To develop the cases, BCM convened a 20-member Pre-K Educator Advisory Council to identify six case themes; select 6-15 related objects from the collection for inclusion in each case; and develop interpretive materials including lesson plans, activities, prompts for discussion, and manipulatives such as magnifying glasses, colored lenses, fabric, and other sensory materials to aid in object exploration. Members of the Advisory Council were compensated financially for their participation and were offered the first opportunity to use cases in their classrooms and schools. Roughly 100 educators and 1,500 students were part of the pilot cohort. Participating teachers were required to attend free professional development focused on object and inquiry-based learning. Learnings, documentation, educator reflections, and sample materials from this initiative are included as supporting documents for this proposal.

While not initially designed for the COVID period, *Museum-on-the-Go for Pre-K* was one of the only non-digital museum education experiences accessible to schools during the 2020-2021 year. All of the educators engaged indicated a positive experience with the *MOTG for Pre-K* program, and that they found professional development sessions connected with the program valuable. 87% of classes reported that they used the cases more than once a week during their 4-week engagement, and nearly half reported using the cases multiple times weekly. 85% of educators said that the number of objects provided was “about the right amount”, and 70% of educators indicated that the materials provided in the cases were “very useful” or “extremely useful.” *Museum-on-the-Go* cases will continue to rotate in 2022 and beyond.

Following the first year of the program, BCM heard from educators and schools that they would be interested in continuing the *Museum-on-the-Go for Pre-K* program, and participating in a similar initiative aligned with New York State Next Generation Learning Standards for students in kindergarten through 3<sup>rd</sup> grade. In addition to continued teacher professional development, participating educators indicated that they would value a visit by a Brooklyn Children’s Museum educator to help introduce cases to their classrooms. In the 2017 survey, 65% of the teachers BCM surveyed indicated they preferred to receive enrichment services in their classroom, versus traveling. The inability (or potential difficulty) of arranging class travel, combined with the lack of access to art teachers on staff in the public schools widens the gap of access to arts and culture for many communities who need it most. The *Museum-on-the-Go* program responds to this request for classroom engagement and expands access to the Museum through curriculum resources and free admission passes for participating students.

Leveraging the *Museum-on-the-Go for Pre-K* model, BCM seeks to reimagine the collections lending program for elementary students in kindergarten through 3<sup>rd</sup> grade, and to expand the *Museum-on-the-Go for Pre-K* initiative to include new students and additional support for educators. The target group for this project are educators and students in Brooklyn public school districts 16 (Bedford Stuyvesant) and 17 (Crown Heights, East Flatbush, and Prospect Lefferts Gardens), the neighborhoods geographically closest to the Museum, where nearly all schools are eligible for Title I funding. These districts serve nearly 3,000 Pre-K students and over 6,100 kindergarten through 3<sup>rd</sup> graders, offering a wealth of opportunity for significant impact. The program will also be open to educators in districts 19, 22, and 23, also located in BCM’s primary service areas. BCM considers this project to be a model for the Museum’s future work supporting educators and schools throughout Brooklyn, and views the museum education field and broader public elementary school community as beneficiaries.

### **Project Work Plan**

The next phase of *Museum-on-the-Go* includes two discrete but connected initiatives: 1) a new set of cases and materials focused on meeting the needs of educators and students in kindergarten through 3<sup>rd</sup> grade, and 2) an extension of the existing *Museum-on-the-Go for Pre-K* program including new program elements.

To meet the needs of kindergarten through 3<sup>rd</sup> grade classes, BCM will:

- Conduct formative research and outreach through the convening of an Educator Advisory Council consisting of kindergarten through grade 3 teachers, with a focus on those from Central Brooklyn. The Council will identify themes for collection cases, select objects, and advise on alignment with NY State Next Generation Learning Standards.
- Create 8 new themes, four scaffolded for kindergarten-1<sup>st</sup> grade, and four intended to scaffold for grades 2-3. Each theme will have three case versions, for a total of 24 cases. This will allow multiple cases connected with the same topic to circulate concurrently.
- Design and develop case curriculum, interpretive material, lesson plans, and activities.
- Provide 8 professional development workshops at no charge to educators participating in the program.
- Implement *Museum-on-the-Go* in classrooms by circulating the 24 cases to 65 classes at 10 public schools, reaching 70-80 teachers and 2,000 students. Two cases will be provided to each classroom within a 12-month period, and rotations will be introduced with a classroom visit from a BCM educator. Classes will host cases for four week rotations.
- Provide free Brooklyn Children’s Museum passes to all students participating in the program so that they can extend the Museum experience with their families.
- Evaluate and report on the Advisory Council, professional development workshops, in-class programs, and *Museum-On-The-Go* material. Assessment will include scalability of the program.

To extend the *MOTG for Pre-K* initiative, BCM will:

- Reconvene the *Museum-on-the-Go for Pre-K* Advisory Council cohort for two update sessions to discuss the program’s next phase, including the addition of an educator visit.
- Send the 24 existing cases to 30 classrooms at no charge, serving 30 Pre-K educators and roughly 1,000 more Pre-K students. Each classroom will receive 2 cases with different themes for four-week rotations.
- Enrich the existing program with an introductory visit from BCM educators.
- Conduct 2 Pre-K specific professional development sessions.
- Evaluate the Pre-K program and recommend next steps.

#### *Museum-on-the-Go for Elementary Grades Project Workplan*

*Museum-on-the-Go* will be led by Kate Calleri, BCM’s Curator and Manager of Collections Interpretation, with oversight from Hana Elwell, BCM’s Vice President of Exhibits & Education. In October 2022, BCM will hire an Education Manager to assist with program implementation, including recruiting, meeting planning, and stewardship of Advisory Councils, as well as to help develop educational materials. BCM will contract with Kristin Scarola, a curriculum specialist with expertise in early childhood and object-based learning, to facilitate Educator Advisory Council meetings, develop and co-lead educator professional development sessions, and create lesson plans and materials based on feedback from the Elementary Educator Advisory Council. Evaluator Laura Kujo will be engaged to launch formative evaluation and participate in activities throughout the project. Both Kristin Scarola and Laura Kujo previously worked on the *Museum-on-the-Go for Pre-K* initiative, and are deeply familiar with the Museum’s process, resources, and structure.

Starting in November 2022, BCM will convene the Elementary Educator Advisory Council, comprised of 20 kindergarten-3<sup>rd</sup> grade educators. The goal of the Elementary Advisory Council is to consult with the Museum on case content, program logistics, and educator resources, and to consider how the eight case themes might create an integrated experience for students from kindergarten through 3<sup>rd</sup> grade. The Museum seeks to imagine how a group of students might experience the cases over time, and to develop an integrated set of case curricula that connect and scaffold learning year over year using objects. The Advisory Council will also provide feedback on connections with New York State Next Generation Learning Standards. BCM has heard from its educator community that museum education experiences are most valuable for teachers when they connect directly with topics they are already teaching.

The Elementary Advisory Council will meet at least five times over the course of the project, and the Pre-K Advisory Council will meet twice. Members will be compensated at \$100 per meeting, plus meals and transportation costs. In addition to the honorarium, each participating educator will receive two collections cases for use in their classroom at no charge. During its *Museum-on-the-Go for Pre-K* engagement, BCM partnered with the New York City Department of Education and superintendents from Central Brooklyn school districts 16 and 17 to identify and recruit Council members.

The Museum anticipates leveraging these relationships to form the Elementary Advisory Council. BCM will also work directly with colleagues at the DOE and other districts to include educators from other parts of Central Brooklyn.

Each meeting of the Elementary Educator Advisory Council will run roughly two hours, from 5pm to 7pm, and have a specific set of objectives. Meetings will be held at BCM and facilitated by BCM's Education Consultant, Kristin Scarola and the BCM Education team. The meetings might take the following format, though the exact agenda will be influenced by input from the Advisory Council:

**Meeting One, November 2022: Project overview, and discussion of prospective case themes.** The primary objective of this meeting will be to select possible topics for the cases and lesson plans and to ensure that case themes are aligned with New York State Next Generation Learning Standards. This meeting may be followed up by a survey to capture additional data about case themes.

**Meeting Two, January 2023: Case logistics and object selection.** This meeting will give our Advisory Council a hand in selecting objects for the cases, with an eye towards creativity, child engagement, and practicality. This meeting will provide feedback on how cases might be delivered and returned, storage in schools and classrooms, and how objects can be packaged for durability and preservation. This meeting may be followed up by a survey to capture additional data about logistics, object selection, and object handling.

**Meetings Three & Four, March and June 2023: Curriculum and lesson plan design.** These sessions will be used to workshop and hone lesson plans and activities for K-1 and 2-3 classrooms, with an eye to planning and developing cases that scaffold up vertically with students as they graduate from grade to grade. The Advisory Council will be provided a series of lesson plans to review in advance of the meeting, and will be asked to provide feedback in smaller groups. The larger group will then come together and swap ideas on how the lessons might be used in classrooms.

**Meeting Five, March 2024: Classroom experience and reflection.** This meeting will be held in March 2024, with the goal of providing qualitative and anecdotal information about case usage in classrooms. Using a survey provided by our evaluator, Advisory Council members will be asked to talk with their colleagues and gather data to inform continued roll out of the project. Information gathered during this period will be incorporated into the evaluator's report and used to guide future project expansion.

From January 2023 through June 2023, Kristin Scarola will create lesson plans and materials to be included in each case, as well as to develop professional development sessions and training materials for educators, based on BCM-led surveys and guidance from the Elementary Educator Advisory Council. A graphic designer will be engaged to ensure that materials are visually appealing and meet the needs of diverse learners. With input from the Advisory Council, BCM's Collections Manager will confirm themes and launch the case fabrication process, which includes:

**Selection of objects:** With the oversight of Kate Calleri, BCM's Manager of Collections Interpretation, objects will be selected with input from the Advisory Council and guidance from Kristin Scarola, applying an understanding of object-based learning related to developmental milestones. The criteria for selection will be based on the object's correlation and support of identified themes and its ability to be safely handled and sustain continued use by students and teachers. The Museum's collection comprises unique objects, therefore, duplicate cases within the eight themes will contain similar objects, but not exact replicas.

**Case construction:** Each thematic collections case will contain 6-15 touchable collections objects. The interior of the pre-fabricated cases will be created by an external collections technician under the guidance and direction of Kate Calleri. Each object will require a customized enclosure within the case so objects can be packed easily by teachers between and after use in the classroom and be transported safely from one school to another. The cases resemble large suitcases and measure approximately 30" l x 8" w x 18" h. Cases will be on wheels to ensure easy transport between and within schools.

**Curriculum guides:** Kate Calleri, Kristin Scarola, and BCM’s Education Manager will work together to create detailed teaching plans, in-class activities, and information on the background of each object such as material, culture, geographic origin, and time period.

**Identification and sourcing of support materials:** Kate Calleri will collaborate with Kristin Scarola to research and source materials to support the interpretation of objects in each thematic case. Support materials may include related music, storybooks for reading aloud, resource information for educator reference, and related worksheets for use in the classroom or for students to take home. Suggestions and templates for related hands-on activities will also be included for use while the case is in the classroom or as follow-up activities.

Starting in September 2023, BCM will recruit educators for the first cohort of case distribution. In the past, BCM has recruited through Advisory Council members, who connect their peers and networks with the program. The Museum also creates flyers and communications about *Museum-on-the-Go*, which are distributed through school superintendents, BCM’s educator network, social media, and other channels. In addition, BCM operates a free after school and summer camp program at PS 189 – The Bilingual School, a Title I public school in Brownsville. The Museum will include its own after school and summer camp staff in the cohort, allowing the project to consider how the cases might be used in an afterschool enrichment context, and providing professional development for after school and summer program educators who receive relatively less training than their school day counterparts.

Starting in October 2023, BCM will offer 3-hour teacher professional development workshops to introduce object-based and inquiry-based pedagogies, proper object handling techniques, and demonstrate lesson plans utilizing collections objects and hands-on activities. Specific attention will be given to storytelling through objects and building vocabulary through object-based learning. Educators will leave empowered to handle collection objects in the *Museum-On-The-Go* cases, use object-based pedagogy in their classrooms, and have confidence in facilitating at least two specific object-based lessons in their classrooms. Professional development workshops will be offered at the Museum, which is in walking distance for most district 16 and 17 schools, or online if there is interest in virtual workshops. During the 2020-2021 school year, BCM conducted professional development for teachers both in person and online, and provided instructional videos to support continued learning. Workshops will be led by Kate Calleri, Kristin Scarola, and BCM’s Education Manager. The Museum anticipates holding seven elementary educator workshops between October and June 2023, including workshops for after school and summer camp educators at PS 189.

Between October 2023 and August 2024, *Museum-On-The-Go* cases will be made available at no charge to educators of kindergarten through 3<sup>rd</sup> grade classes in Districts 16, 17, 19, 22, and 23 for a period of four weeks each. Over a twelve-month period, we estimate that 65 classes would have access to at least three unique cases. In this implementation structure, time is built in for the maintenance and refurbishment of objects and related materials. Cases would be delivered and picked up by Museum staff at no charge to schools. Each case would come with a packet of free passes so that every child could come back to BCM with their family to deepen their experience with Museum learning. Cases will also be circulated at PS 189 for use in the after school and summer camp programs during this period.

Program evaluator Laura Kujo will assess the engagement of educators and classes in the school day, after school, and summer camp groups. Evaluation will happen on an ongoing basis throughout the project, and will include a mid-term report focused on Educator Advisory Council experiences provided in August 2023, and a culminating report provided to BCM by the end of August 2024. Ms. Kujo uses quantitative and qualitative measurement tools, including participants’ anecdotes, authentic assessment, classroom observations, and dissemination and analysis of written survey materials designed to document our process and track and measure growth. Attendance and registration records will be maintained for all project activities. The evaluation plan includes:

- *Formative survey of community stakeholders:* An initial survey of Advisory Council members will offer insights into perceptions of the Museum and proposed curricular goals. Laura Kujo will create a survey, to be conducted by Kristin Scarola at the first Advisory Council meeting.

- *Collecting data at professional development sessions:* Surveys will be provided by BCM staff and will address attitudes about Museums, interests, range of experience and impressions of the session offered.
- *In-class observations:* Once curriculum materials and cases are in circulation, one observation per each of the eight cases will be conducted. The Program Evaluator will generate an observation rubric, and train Museum staff on implementation. Evaluation activities will seek to clarify the extent to which tools provided effectively function as *Museum-On-The-Go*, supporting New York State Learning Standards and active learning experiences connected with object-based, inquiry-driven pedagogy and practice.
- *Authentic assessment materials:* Student projects and drawing or writing assignments associated with *Museum-On-The-Go* materials will be reviewed as another means to evaluate the effectiveness of the curriculum, areas of focus, and overall experience.
- *Post-program teacher survey:* A survey will address teachers’ experience with the curriculum materials, including ease of integration, students’ responses, and suggestions for further development. Incorporating questions from the baseline survey (item 2) will facilitate a comparison of pre- and post-project attitudes and ideas, and also provide a deeper understanding of where and how future professional development offered in relationship to these resources may be most impactful.
- *BCM staff capacity-building:* In addition to classroom observations, BCM program staff will take part in a professional development workshop outlining best practices designed to strengthen the Museum’s internal evaluation capacity. This workshop will be led by the outside evaluator, and will incorporate methodology, techniques, and benchmarks utilized in the evaluation industry, with a particular focus on the Museum’s distinct needs and programs.

#### *Museum-on-the-Go for Pre-K Project Extension Workplan*

In December 2022, BCM will reconvene its existing 20-member *Museum-on-the-Go for Pre-K* Advisory Council. Most Advisory Council members remain engaged with BCM, and we anticipate that they will continue with the project, or nominate a replacement. The goal of the Pre-K Advisory Council is to reflect on their experiences with the cases over time, help to iterate materials with changing guidance on Pre-K standards and curricula, and to vision project extensions, including classroom visits by BCM educators. Meetings will be facilitated by Kristin Scarola, with support from the Education Manager, and are likely to take the following format, though the exact agenda will be influenced by input from the Pre-K Advisory Council:

**Meeting One, December 2022: Reflection on the past year and discussion of MOTG for Pre-K extensions.** The goal for this meeting will be to give educators space to reflect on a full year of return to full-time school. Were there ways that the MOTG for Pre-K supported the return to in-school learning? Are there ways the program could be more supportive? The group will discuss how a visit from a BCM educator would help to support their classroom goals, and if there are other program extensions that might be of interest.

**Meeting Two, May 2024: Classroom experience and reflection.** The goal of the meeting will be to collect qualitative feedback on the Pre-K program after a full three years of implementation. What are some of the outcomes teachers have experienced in using the cases over time? Information gathered during this period will be incorporated into the evaluator’s report and used to guide future project expansion.

Between January 2023 and August 2023, BCM will conduct three educator professional development workshops for Pre-K teachers, launch a rotation of the existing *Museum-on-the-Go for Pre-K* cases to 30 classrooms over the course of eight months, and send BCM educators into classrooms for case introductions. Some of the participating school educators will be new to the program, others will have been part of the prior cohort, but in all scenarios the students will be experiencing the cases for the first time. Many Pre-K sites in Brooklyn have year-round programming, and are able to utilize cases through the summer months.

Using survey and focus group data collected over the course of the year, program evaluator Laura Kujo will update the existing evaluation, and offer information about how the program might provide new insights about teacher engagement with the cases over time. A final report will be delivered by December 2023, and will inform further development of the *Museum-on-the-Go for Pre-K* program. Conducting Pre-K expansion activities concurrently with the elementary grades

*MOTG* project offers synergies in working with consultants, and allows BCM to consider how the *MOTG* program might scaffold from pre-kindergarten through elementary grades.

#### *Project Risks and Tracking*

Sustained engagement from educators in the Advisory Councils, professional development workshops, and classroom engagements is the project’s greatest risk. BCM seeks to provide incentives for Advisory Council participation, including financial compensation, demonstration of leadership in the field, and prioritization of Advisory Council members for case distribution. Educators participating in the cohort are recruited through Advisory Council members, and receive free professional development and resources for their classrooms that are aligned with Next Generation Learning Standards. BCM recognizes that connecting its resources with New York State curricula, differentiating materials for different grade levels, and ensuring that the program is engaging for educators and students alike are key to ensuring that teachers use the material in their classrooms. For this reason, elevating the voices of educators on the Advisory Councils and reflecting their input in the final product are crucial to this project’s success.

BCM’s project manager, Kate Calleri, who leads *Museum-on-the-Go for Pre-K*, as well as a related initiative *Museum-on-the-Go for Libraries*, will track progress for *Museum-on-the-Go*. BCM uses workflow systems to create and collaborate on checklists, workplans, and materials in progress. The Education Manager will play a key administrative role in following up with consultants and staff, ensuring that the project remains on track.

#### **Project Results**

Roughly 3,000 Pre-K through 3<sup>rd</sup> grade students and 100 Pre-K and elementary teachers will benefit directly from this project, most of them from Title I schools in Central Brooklyn that are located further away from and have less access to formal cultural institutions than schools in other parts of the City. Continuing its century-long commitment to lending objects to schools, BCM expects that the cases produced for this project will have a long life beyond the grant period. The Museum plans to offer a comprehensive *Museum-on-the-Go* program to all Brooklyn schools and libraries by 2025, including free service for Title I schools. As a future initiative, BCM expects to build a website that allows educators to book cases and have them sent directly to their schools. Public and private funders have expressed interest in this work, and schools with resources have indicated a willingness to pay for the program; however, BCM feels that thoughtful and inclusive piloting of the program before creating the larger scale program will ensure its success.

Specific work products from the project will include:

- 24 new *Museum-on-the-Go* cases aligned with New York State Next Generation Learning Standards from kindergarten through 3<sup>rd</sup> grade classes.
- Curricula, activities, and interpretive materials for each case.
- Mid-term and summative research reports on the elementary *Museum-on-the-Go* project, and a summative report on the Pre-K initiative.
- Presentations at conferences and dissemination of work product and evaluation material on BCM’s website.

The Museum education field will benefit from a model that considers what offsite, non-digital museum experiences might look like for Pre-K and elementary school children. BCM expects to share information widely about *Museum-on-the-Go*, including at the American Alliance of Museums, Association of Children’s Museums (ACM), and Museum Association of New York conferences where BCM staff regularly present. At the May 2022 ACM conference, BCM will be sharing results of the *Museum-on-the-Go for Pre-K* initiative. In spring 2022, the Museum expects to launch a new website that will include *Museum-on-the-Go* resources and research at no charge.

Iterating on existing, successful, models, *Museum-on-the-Go* offers tangible tools to engage elementary-grade educators and students in museum education experiences. This program is co-developed with educators, and focuses activities on the needs of teachers who may not be able to visit cultural institutions in person, or may be seeking object and inquiry-based resources to enrich their classroom settings. *Museum-on-the-Go* offers an especially important opportunity to engage elementary learners at a time when many have not experienced a field trip or museum education program since before the pandemic.



